REPORT RESUMES

ED 011 244 SP 000 819
EDUCATIONAL PLANNING, A DIRECTORY OF TRAINING AND RESEARCH INSTITUTIONS.
BY- COOMBS, PHILIP H.
INTERNATIONAL INST. FOR EDUCATIONAL PLANNING
CONTRACT 64
EDRS PRICE MF-$0.36 HC-$7.36 184P.

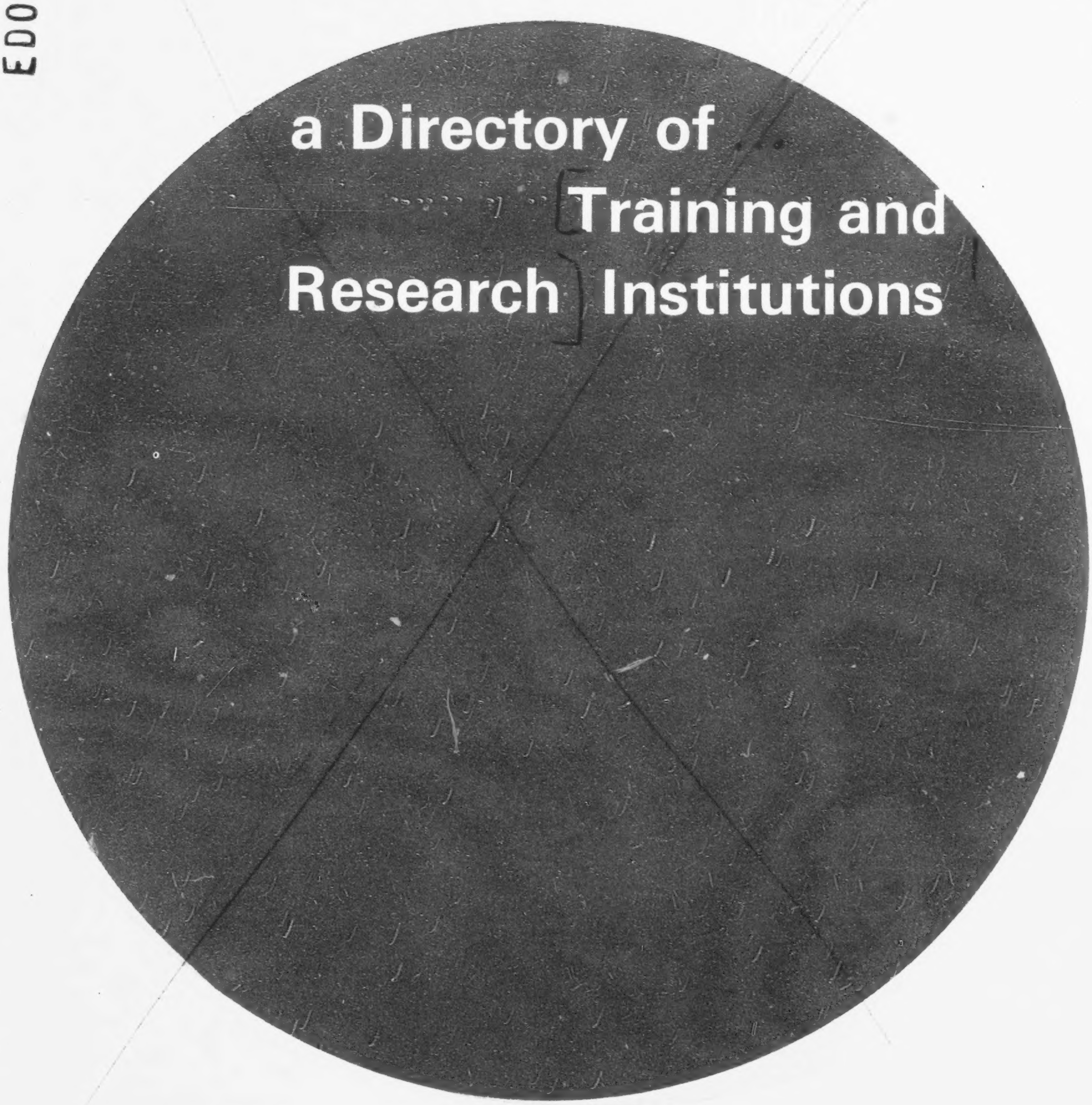
DESCRIPTORS- CATALOGS, *EDUCATIONAL PLANNING, *EDUCATIONAL RESEARCH *INSTITUTIONS, *INTERNATIONAL ORGANIZATIONS, *TRAINING, PARIS

TO ACCELERATE THE PROCESS OF IDENTIFYING THE COMPONENTS FROM WHICH A STRONG INTERNATIONAL COMMUNITY FOR RESEARCH AND TRAINING IN EDUCATIONAL PLANNING MAY BE DEVELOPED, THIS DIRECTORY, PUBLISHED BY THE UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULTURAL ORGANIZATION, DESCRIBES 99 INTERNATIONAL, NATIONAL, AND REGIONAL ORGANIZATIONS IN THE FIELD. EACH ENTRY INCLUDES INFORMATION ON STAFF, TRAINING ACTIVITIES IN EDUCATIONAL PLANNING, AND RESEARCH ACTIVITIES. MANY ALSO LIST PERTINENT PUBLICATIONS. (PP)

JAN 25 1967
Y10

ED011244

1964



a Directory of Training and Research Institutions

SP000817

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

EDUCATIONAL PLANNING:
A DIRECTORY OF TRAINING AND RESEARCH INSTITUTIONS

International Institute for Educational Planning
PARIS

A WORD ABOUT IIEP

The International Institute for Educational Planning came into existence in July 1963 as an international centre for advanced training and research. Created by Unesco as a semi-autonomous body, it is also financially supported by the World Bank and Ford Foundation. Its physical facilities are provided by the Government of France.

The Institute's aim is to expand knowledge and the supply of competent experts on educational planning in order to assist all nations to accelerate their educational development as a prime requirement for general economic and social development. In this endeavour the Institute will co-operate with interested training and research organizations throughout the world.

Details of the Institute's Governing Board, staff, and Council of Consultant Fellows, and also of its other publications, are to be found at the back of this volume.

Further information may be obtained by writing to:

The Director,
International Institute for Educational Planning,
7 rue Eugène Delacroix,
Paris 16e.

THE PURPOSE OF THIS DIRECTORY

In the last few years national leaders and development experts throughout the world have become convinced that educational planning is essential to orderly and efficient educational development, and that vigorous educational development in turn is essential to successful overall economic and social development. The developing nations of Africa, Asia, the Middle-East and Latin America particularly have been endeavouring to employ educational planning as a key instrument of national development.

This rapid shift of public policy toward educational planning has been considerably hampered, however, by the shortage of practical knowledge and competent experts. Thus a special challenge and obligation confronts universities and other research and training organizations throughout the world to overcome these shortages.

One important handicap is the absence thus far of a coherent international community for research and training in this field, such as exists, say, in oceanography, physics economics and medicine. This results partly from the newness of the subject but also from the fact that educational planning by its very nature cuts across the traditional jurisdictions of several different professions and academic groups. Hence, being everybody's business, as it were, it tends to be nobody's.

Fortunately, however, a growing number of institutions and competent scholars have lately turned their attention to the matter so that substantial components now exist from which a strong international community can be fashioned. More and more these scholars and institutions are coming to know one another and to exchange ideas, problems, research results, and even staff members and students.

To accelerate this process the Institute has given initial priority to three modest but hopefully useful projects. The first is a review of the rapidly accumulating literature on educational planning, resulting in the publication of a selected bibliography. The second is an inventory - in co-operation with leading producers and consumers of research throughout the world - of current priority research needs in this new field. The third, with which this Directory is concerned, is a worldwide inventory of institutions currently interested in training or research having a bearing upon educational planning. It is the aim of this Directory to make these institutions better known to each other and thus facilitate communication among them and with the policy-makers and practicing planners who need their help.

Thanks to the excellent co-operation it has received, the Institute has been able to publish the above three documents in the fall of 1964. Needless to say, all three will require early revision in view of the dynamic developments in this field, but they represent, we hope, a useful beginning.

The present Directory represents - so far as we can discover - the first attempt of its kind. Anyone who has ever attempted such a venture will appreciate that the techniques and persistence of a professional sleuth are required, along with the willing co-operation of all concerned. We were frankly surprised, as perhaps others will be, that it was possible to identify and to collect reasonably detailed data on as many as 86 institutions currently active in one or another aspect of training and research in educational planning. In addition, another 13 institutions are listed for which it was not possible within our timetable to secure detailed information but which we have reason to believe may be considered potential members of this international community. It is our hope that those who find this Directory useful will appoint themselves field agents for IIEP and bring to our attention any changes and additions which should be included in the next edition.

We are acutely aware that this Directory is incomplete and perhaps contains certain factual errors despite the extensive efforts made by its compilers to check back with the institutions mentioned. For any such errors of omission or commission we apologize in advance and promise to make future amends.

Most importantly, I wish to extend the Institute's gratitude to all those who co-operated in this Directory's preparation, and not least of all to Miss Jane King, a professional member of our staff, who saw it through from beginning to end. Though legally the Institute is a part of Unesco, the Institute itself takes full responsibility for the contents of this publication. We are heavily indebted, however, to members of Unesco's Secretariat for aid in its preparation.

Philip H. Coombs, Director

CONTENTS

INTERNATIONAL ORGANIZATIONS

Page

UNITED NATIONS AND SPECIALIZED AGENCIES

Economic Commission for Africa - African Institute for Economic Development and Planning, Dakar 3

Economic Commission for Latin America - Latin American Institute for Economic and Social Planning, Santiago de Chile 5

International Bureau of Education, Geneva 7

International Institute for Educational Planning, Paris 8

International Institute for Labour Studies, Geneva 11

Regional Centre for the Advanced Training of Educational Personnel in the Arab States, Beirut 12

Regional Centre for the Training of Educational Planners, Administrators and Supervisors in Asia, New Delhi 14

The Unesco Institute for Education, Hamburg 16

United Nations Educational, Scientific and Cultural Organization, Paris 17

OTHER REGIONAL ORGANIZATIONS

Confederation of Central American Universities (Confederación de las Universidades de Centroamérica), San José, Costa Rica 21

Makerere University College, East African Institute of Social Research, Kampala 23

Organisation for Economic Co-operation and Development, Paris 25

NATIONAL ORGANIZATIONS

Page

ARGENTINA

The Torcuato di Tella Institute - Economic Research Centre (Instituto Torcuato di Tella, Centro de Investigaciones Economicas) 31

AUSTRIA

Austrian Institute for Economic Research (Österreichisches Institut für Wirtschaftsforschung) 32

University of Vienna - Institute of Sociology - Social Science Research Centre (Institut für Soziologie, Abteilung: Sozialwissenschaftliche Forschungsstelle, Universität Wien) 33

BELGIUM

The Catholic University of Louvain - Research Centre for Developing Countries (Centre de Recherches pour les Pays en Développement de l'Université Catholique de Louvain) 35

Centre for the Study of Social and Professional Problems of Technology (Centre d'Etude des Problèmes Sociaux et Professionnels de la Technique) 36

Free University of Brussels - Institute of Sociology (Institut de Sociologie de l'Université Libre de Bruxelles). 39

BRAZIL

National Institute of Pedagogical Studies (Instituto Nacional de Estudos Pedagogicos) 42

CANADA

McGill University - Centre for Developing-Area Studies . . . 45

CHILE

Centre for Economic and Social Development in Latin America (Centro para el Desarrollo Económico y Social de América Latina - DESAL) 46

Corporation for Production Development (Corporación de Fomento de la Producción - CORFO) 47

University of Chile - Centre for Economic Planning (Universidad de Chile, Centro de Planificación Economica) 49

COLOMBIA

University of the Andes - Centre for Studies in Economic Development (Universidad de los Andes, Centro de Estudios sobre Desarrollo Económico - CEDE) 51

		Page
CZECHO-SLOVAKIA	Czechoslovak Academy of Sciences - Institute of Economics (Ekonomicky Ustav CSAV), and other Czech Institutions	53
	University of 17 November (Universita 17 Listopadu) . . .	57
FRANCE	Centre for Research on the Economics of Education (Centre de Recherches sur l'Economie de l'Education)	59
	Economic and Social Development Research Agency (Société d'Etudes pour le Développement Economique et Social - SEDES)	60
	Institute for the Study of Economic and Social Development (Institut d'Etude du Développement Economique et Social)	62
	International Training and Research Centre for Development (Institut International de Recherche et de Formation en vue du Développement Harmonisé - IRFED)	65
	National Institute for Demographic Studies (Institut National d'Etudes Démographiques - INED)	67
	National Pedagogical Institute - Department of Pedagogical Research (Institut Pédagogique National, Département de la Recherche Pédagogique)	70
	University Bureau of School and Vocational Statistics and Documentation (Bureau Universitaire de Statistique et de Documentation Scolaires et Professionnelles).	72
FEDERAL REPUBLIC OF GERMANY	Arnold Bergstraesser Institute for Socio-Political Research (Arnold Bergstraesser Institut für Kulturwissenschaftliche Forschung)	73
	The Max-Planck Society - Institute for Educational Research (Institut für Bildungsforschung in der Max-Planck Gesellschaft)	76
	University of the Saar - Research Centre on the Role of Education in Social Development (Forschungsstelle für Entwicklungshilfe - Erziehungshilfe an der Universität Saarlandes)	77
	University of Tubingen - Seminar on Sociology (Soziologisches Seminar der Universität Tubingen)	79

		Page
EASTERN GERMANY	The German Central Pedagogical Institute (Deutsches Pädagogisches Zentralinstitut)	80
INDIA	Institute of Applied Manpower Research	81
	National Council of Educational Research and Training	84
ITALY	Centre for Studies in Social Investment (Centro Studi Investimenti Sociali - CENCIS)	87
	European Centre of Education (Centro Europeo dell' Educazione)	90
JAPAN	Institute of Asian Economic Affairs	91
	Institute of Statistical Research	92
	Ministry of Education - Research Section of the Research Bureau	93
MEXICO	National Council for the Development of Human Resources for Industry (Consejo Nacional de Fomento de los Recursos Humanos para la Industria)	95
NETHERLANDS	Central Planning Bureau (Centraal Planbureau)	96
	Centre for the Study of Education in Changing Societies	98
	Institute of Social Studies	99
	The Netherlands Central Bureau of Statistics (Centraal Bureau voor de Statistiek)	100
	The Netherlands Economic Institute (Nederlandsch Economisch Instituut)	102
PHILIPPINES	University of the Philippines - Institute of Economic Development and Research	104
POLAND	Polish Academy of Sciences - Centre for Research on the Structure and Organization of Education (Polska Akademia Nauk, Pracownia Ustroju i Organizacji Oswiaty)	105
	University of Warsaw - Institute of Pedagogical Sciences (Uniwersytet Warszawski, Instytut Nauk Pedagogicznych)	106

		Page
PORTUGAL	Centre for the Study of Economic Statistics (Centro de Estudos de Estatistica Economica)	107
SWEDEN	The Forecasting Institute of the Central Bureau of Statistics (Statistiska Centralbyråns Prognosinstitut)	108
SWITZERLAND	University of Basle - Institute for Applied Economic Research (Institut für Angewandte Wirtschaftsforschung, Universität Basel)	109
	University of Berne - Institute of Sociology and Social and Economic Development (Institut für Soziologie und Sozio-Ökonomische Entwicklungsfragen der Universität Bern)	110
THAILAND	Ministry of Education - Educational Planning Office . .	112
TURKEY	State Planning Organization - Social Planning Department	113
UNITED ARAB REPUBLIC	Institute of National Planning	115
UNITED KINGDOM	The Acton Society Trust	118
	The National Institute of Economic and Social Research	119
	Overseas Development Institute	120
	Political and Economic Planning - PEP.	122
	University of London - Institute of Education	124
	University of London - The London School of Economics and Political Science - Unit for Economic and Statistical Studies	126
UNITED STATES OF AMERICA	The Brookings Institution	128
	Center for Cultural and Technical Interchange between East and West - East West Center	129
	Columbia University - Teachers College	132
	Harvard University - Center for Studies in Education and Development	136

		Page
UNITED STATES OF AMERICA (continued)	Indiana University - International Survey of Educational Development and Planning	139
	Inter-University Study of Labor Problems in Economic Development	140
	Massachusetts Institute of Technology - Center for International Studies	142
	Michigan State University - College of Education - Institute for International Studies in Education	144
	Southern Illinois University	146
	Stanford Research Institute	147
	Stanford University - School of Education - The Comparative Education Center	150
	Syracuse University - All-University School of Education - Center for Development Education	153
	U.S. Department of Labor - Bureau of International Labor Affairs, Washington, D.C. - Seminar on Manpower and Economic Development	155
	University of California	157
	University of Chicago - Comparative Education Center . .	158
	The University of Michigan, Ann Arbor - School of Education - Program in Comparative Education	161
	University of Pittsburgh - School of Education - International Education Programs	164
	The University of Texas	167
VENEZUELA	Central University of Venezuela - Centre for Development Studies (Universidad Central de Venezuela, Centro de Estudios del Desarrollo - CENDES)	168

INTERNATIONAL

ORGANIZATIONS

PRECEDING PAGE BLANK- NOT FILMED

UNITED NATIONS AND SPECIALIZED AGENCIES

ECONOMIC COMMISSION FOR AFRICA

AFRICAN INSTITUTE FOR ECONOMIC DEVELOPMENT AND PLANNING

B.P. 3186, Dakar, Senegal
Telephone: 225-77, 268-39

Acting Director: Christian Vieyra
Head of Educational Planning Branch: Maurice Dartigue

An autonomous institution established in 1962 by a resolution of the UN Economic Commission for Africa. From 1 July 1964 the Institute will be financed by the UN Special Fund and by Governments of UN Member States and associated members concerned. In addition, contributions will be made by the Government of Senegal, as the host country, and also by Unesco, principally in the form of personnel and fellowships, under a special agreement with the Institute for the establishment of an educational planning branch. The Governing Council of the Institute is presided over by the Executive Secretary of ECA. The Advisory Board on Studies and Research is responsible for giving technical advice on the preparation of study and research programmes.

The primary purpose of the Institute is the training of specialist and senior officials of the government services and institutions responsible for economic development and planning. Such training will be supported and supplemented by appropriate research activities, and the Institute, if requested, will offer limited advisory services to African countries in matters of economic planning.

The Educational Planning Branch follows a programme established by the Director-General of Unesco and the Director of the Institute. Its task is to provide training and undertake research as well as to carry out field studies. Subject to conditions specified in the agreement between the two organizations, advisory services may also be provided to African governments on their request.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

1. A short course within a general introductory course on present-day Africa for participants attending the Institute's regular nine-months' course designed for intermediate-level government officials from different African countries. Emphasis has been placed on the importance of education in economic growth, the conditions and problems of education in Africa being treated principally in the light of economic development.

During the third term of the Institute's nine-months' regular course participants may choose to study human and social elements of development - one of the four optional branches of specialization.

2. Specialized course on Manpower and Educational Planning in Economic Development, Cairo, February-April 1964. Organized by the Institute in co-operation with the UAR Institute of National Planning, ILO and Unesco with the participation of FAO, for government officials holding, or likely to hold in the near future, senior posts of responsibility in departments concerned with (1) manpower and employment, (2) education and training or (3) economic development policy.

The course, which was conducted in English and attended by 29 trainees, was designed to serve the purpose of acquainting manpower planners, educational planners, and general planners with each others' problems and techniques, and also of providing specialized training to each of the three categories of participants.

> Principal themes treated: the general principles of economic analysis and the fundamental principles of development and development planning; the role of human resources in economic development and the principles and techniques of development and utilization of resources; special aspects of education and educational planning; the integration, application and administration of programmes.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

A programme of study and research in educational planning is in the process of elaboration.

ECONOMIC COMMISSION FOR LATIN AMERICA

LATIN AMERICAN INSTITUTE FOR ECONOMIC AND SOCIAL PLANNING

Avda. José Miguel Infante 9, Casilla 1567
Santiago de Chile
Cable address: INSTITUTO

Director-General: Raúl Prebisch
Deputy Director-General: Cristobal Lara Beautell
Director, Educational Planning Section: Simón Romero Lozano

The Institute was established in 1962 by the UN Economic Commission for Latin America to provide training and advisory services in economic and social planning to countries in the ECLA region and to undertake research on planning techniques. It is financed principally from the UN Special Fund and the Inter-American Development Bank.

The Educational Planning Section was created as the result of an agreement between Unesco and the Institute, Unesco undertaking to provide the services of four full-time experts and the Institute to furnish other teaching staff and the necessary premises and services. The objectives of the Section are to train personnel and to carry out research with a view to ensuring the functioning of educational planning within the framework of total development planning in Latin American countries. A programme of work is established jointly by the Director-General of Unesco and the Director-General of the Institute.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

A course of four months was initiated in 1962 by the Institute and subsequently organized by the Educational Planning Section in 1963 and 1964, for medium-level officials of Latin American educational planning services and educational administrations. Number of participants: approximately 40.

Content of 1963 course: the content and process of educational planning analysis of educational systems; human resources; analysis and programming of economic development; the administration and programming of educational services; the social aspects of economic development; statistics; demography; curriculum development; comparative education.

As from 1964, the Educational Planning Section intends to run a short course of six weeks to two months for senior officers in educational planning or related fields.

In December 1963 a training seminar was held for the heads of national educational planning services. Topics discussed were the relationship between educational planning services and services devoted to planning for economic development, the relationship between educational planning services and operational services of Ministries of Education and the importance of national educational planning services.

The Educational Planning Branch also co-operates in the regular eight-months' basic training course of the Institute.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

The Educational Planning Section is at present undertaking a research programme covering the following subjects:

The preparation of a methodological outline to serve in the analysis of educational systems;

A study on unit costs in education to be carried out in a few countries of the region;

A study of the relationship of educational systems and their output in professional and qualified personnel with manpower structures in Latin America.

INTERNATIONAL BUREAU OF EDUCATION - IBE

Palais Wilson, Geneva
Telephone: 31-37-35
Cable address: INTEREDUC

Director: Jean Piaget
Deputy Director: Pedro Roselló

The International Bureau of Education was established in 1925 as an international non-governmental organization, and become an inter-governmental organization in 1929. Its functions are to "act as an international centre of information and educational research and provide for a wide exchange of data so that each country may be encouraged to profit by the experience of others". IBE is financed principally from contributions of member Governments. Its activities are governed by a Council which consists of all member Governments, and an Executive Committee.

An International Conference on Public Education is held annually, jointly with Unesco. Topics for discussion are selected in advance by the Joint Committee of Unesco and the International Bureau of Education and questionnaires on the subject chosen are circulated to the Ministries of Education and member Governments. Material furnished by the replies is published each year. In 1962 a volume was devoted to Educational Planning (Publication 242, XXV International Conference on Public Education, Geneva 1962).

A second major annual publication is the International Yearbook of Education which contains reports of member Governments on educational progress. IBE also publishes an International Education Card Index Service and an Annual Educational Bibliography. The Bulletin of the International Bureau of Education appears quarterly in English and French editions.

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING

7 rue Eugène Delacroix, Paris 16e
Telephone: 870 80-26, 870 85-10
Cable address: Eduplan Paris

Director: Philip H. Coombs

Principal staff: (see lists of Board members, principal staff members and Council of Consultant Fellows at back of volume)

The Institute was established in 1963 as a semi-autonomous body within the framework of the United Nations Educational, Scientific and Cultural Organization (Unesco). Its initial financing is provided by Unesco, the World Bank and the Ford Foundation and its facilities by the French Government. Control of the Institute's activities is vested in its own Governing Board and Director. The Board is internationally composed and includes six "elected members" - eminent educators and economists - and five "statutory members" representing organizations in the United Nations system with major responsibilities for education, human resources and development. A Council of Consultant Fellows includes two dozen leaders in the field, from different academic disciplines, geographic areas and occupational backgrounds.

The primary mission of the Institute is to promote instruction and research on educational planning in relation to economic and social development, both through its own efforts and through co-operation with other interested organizations. Emphasis is on the needs of the developing countries although the Institute seeks to serve all Member States of the United Nations system.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

The Institute is concerned both with its own direct training activities and with helping others to strengthen theirs. Its own activities take the form mainly of advanced seminars for relatively mature and experienced participants who are in a position to exert a multiplier effect on the larger situation and to contribute to the exploration of better approaches to educational planning through research combined with training. The first seminar on Problems and Strategies of Educational Planning in Latin America was held in Paris from 6 April to 8 May 1964, and attended by 28 highly-qualified participants and 13 observers from Latin America. Its main aim was to bring into sharper focus and clearer perspective a variety of key problems which confront educational planners in virtually all developing countries and to break new ground in seeking solutions to these problems. The Seminar concentrated on five main topics: (1) a critical appraisal of educational planning to date in Latin America; (2) practical steps required to integrate educational planning with economic and social development; (3) the internal planning and reform of education; (4) fitting foreign aid into national educational plans; and (5) the organization and implementation of educational planning. A synthesis of the findings and a collection of the most significant papers will be ready for publication late in 1964.

Training activities for 1965 will give particular attention to problems of educational planning in Africa.

A second form of direct training is offered through the internship programme to promising younger people wishing to make a career in educational planning. By November 1964 a minimum of eight interns will be working with the Institute and by 1965 it is hoped that their number will be increased to 15. A special seminar will be organized for them. Each intern will work directly with a seminar member of the staff on research and other activities of the Institute. Interns will visit other institutions specializing in manpower, education and economic studies. If feasible, their second year will be spent in on-the-job training in a developing country. To qualify, interns must have successfully completed graduate training in a relevant field and acquired at least a year or two of practical experience. Interns will be supported by their own governments or other sources.

The Institute assists in strengthening the training activities of others particularly by providing them with useful instructional and research materials, by helping develop their staffs, and by advising on their programmes. Work has begun on a series of booklets on The Fundamentals of Educational Planning designed especially for use in regional training courses, by practicing planners in Member States and by Unesco experts. Another form of co-operation in the development of training activities was a conference of Regional Training Directors organized in September 1964 to identify major problems of training and what practical steps might be taken to meet them.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

The Institute undertakes research projects of its own in addition to encouraging and assisting research by others. Its first projects are two large-scale studies on the educational planning experience of the Soviet Union and of France which are being undertaken in co-operation with research experts and institutions of each country. They will be completed at the end of 1965. Later, country studies will focus on the educational planning and development experiences of several developing countries, conducted on a comparative basis.

To establish a clear basis for its own research and to encourage the basis of a world-wide research community, the Institute has surveyed the present state of knowledge and assessed the most urgent research needs as seen both by research experts and by users of research results. A ten-day seminar of research experts, national planning officers and other authorities was devoted to developing a concensus on most urgent research needs. The Institute has also gathered information on some 86 research and training institutions throughout the world that have an active interest in the field of educational planning.

PUBLICATIONS

Three basic publications were prepared in 1964: (1) a selected bibliography on educational planning; (2) the present directory of research and training institutions; and (3) an inventory of research needs.

Other publications in preparation include:

A volume containing a general syntheses and selected analytical papers of the 1964 seminar on Problems and Strategies of Educational Planning in Latin America;

A manual of qualitative tools and concepts of educational planning;

A booklet on the application of economic concepts to educational planning.

INTERNATIONAL INSTITUTE FOR LABOUR STUDIES

154 route de Lausanne, Geneva
Telephone: 32-62-00
Cable address: LABINST

Director: The Rt. Hon. Hilary A. Marquand

Established in 1960 by the Governing Body of the International Labour Office for the purpose of furthering understanding of labour problems in all countries and of the methods for their solution, by providing educational facilities, arranging for discussions among persons with experience as well as special knowledge of such problems, encouraging research and disseminating information. The Institute is financed by the revenue from an endowment fund, as well as from other approved sources, and governed by a board of 14 members (two ex-officio), 11 of which are appointed by the Governing Body of the International Labour Office for terms of up to three years. The Director-General and Deputy Director-General of ILO are chairman and vice-chairman respectively.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

Twelve-week study courses are held twice a year (March-May, September-December) in Geneva on labour problems in economic development. More than three weeks are devoted to human resource development. Particular emphasis is placed on the human resource problems of developing countries including the study of manpower planning, the setting of employment objectives in economic development and the planning of education and training to meet manpower requirements.

Each course is conducted in two languages, alternating between English-French and English-Spanish. Participants are required to have a good educational background and understanding of economic and social questions and must have had several years' experience in labour problems, holding responsibilities at a fairly senior level connected with government, trade unions, management or occasionally education. 30 trainees are accepted for each course, between the ages of 25 and 40.

PUBLICATIONS

Report of the Institute (annual)

Economic Development, the Labour Force and its Employment, Trade Unions and Industrial Relations, Labour and Economic Development. Four volumes of lectures delivered to the first study course, 1962.

All publications are available upon request from the Institute.

REGIONAL CENTRE FOR THE ADVANCED TRAINING OF EDUCATIONAL PERSONNEL IN THE ARAB STATES

Bir Hassan, Beirut, P.O. Box 5244
Telephone: 271145-271146
Cable address: ASCATEP

Director: Abdel Aziz El Koussy
Deputy Director: René Habachi

Established in 1961 by agreement between Unesco and the Lebanese Government. The functions of the Centre are: (1) to train young Arab educators likely to occupy important positions concerned with educational planning in their respective countries; (2) to provide further training for senior educational staff in the different Arab countries; (3) to encourage study and research in the field of educational planning and administration; (4) to organize regional seminars on problems relating to education and educational administration; and (5) to provide technical assistance to Arab countries requesting the co-operation of the Centre's teaching staff or experts in formulating their educational plans. Funds and material provisions are provided by Unesco and the Lebanese Government.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

An eight-months' course, initiated in 1962, is held annually, from October to June, for some fifty participants wishing to specialize in educational planning. Participants are required to have preferably a university degree or equivalent with two years' experience in education or, failing that, a secondary school-leaving certificate with at least five years' experience. Teaching is in Arabic, English and French

Curriculum: The course includes five basic sections:

Educational planning: the role of educational planning with special reference to the developing countries; formulating the plan; financing the plan; evaluating educational plans; planning machinery; planning and public opinion.

Educational Administration: the role and principles of administration; centralization and decentralization; the administrative machinery; the human factor.

The Economics of Education: the role of education in economic and social development; sources of finance; the educational budget and its allocation.

Curriculum development: principles, problems and objectives of curriculum development.

Educational statistics: the utilization and techniques of statistical methods.

Supplementary courses are also given on subjects such as the methodology of educational research or problems of education in the Arab States. These may vary in content from year to year.

A training seminar of six weeks, initiated in 1962, is held annually, from July to August, for senior educational administrators, preferably those whose functions include educational planning. The purpose of the seminar is to familiarize participants with some of the problems related to the theory and practice of modern educational planning techniques.

The problems and techniques discussed during the course may be summarized as follows: educational planning in the Arab States; certain educational problems related to planning;education as a factor in economic development; problems in educational administration; the use of educational statistics.

REGIONAL CENTRE FOR THE TRAINING OF EDUCATIONAL PLANNERS, ADMINISTRATORS AND SUPERVISORS IN ASIA

Indraprastha Estate, Ring Road, New Delhi 1

Director: A. V. Pai
Deputy Director: Veda Prakasha
Assistant Director: Beulah Dutt

Principal staff: J. A Y. Miller (Unesco Consultant), R. Georis (Unesco Consultant)

Established in 1962 by agreement between Unesco and the Government of India to"conduct short courses for the training of educational planners, administrators and supervisors in Asia, to conduct research on problems connected with educational planning, administration and school supervision, and to provide assistance to Member States, upon request, through short missions of the staff of the Centre, either to advise on educational planning and administration or to conduct training courses at the national level". Funds and material provisions are provided by Unesco and the Indian Government.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

Training course for educational planners and administrators

A three-months' course initiated in 1962 for senior educational planners or administrators. Participants are required to have a university degree or to have sufficient educational and practical experience to enable them to pursue training at post-graduate level. The course is bilingual, in English and French. Enrolment approximately 25.

Curriculum: The course is composed of four main sections:

Introduction to educational planning: discussion of the principles of planning and examination of the relationship between educational planning and economic and social planning.

Foundations of Educational Planning: sociology; statistics; demography; human resources; costing of educational plans.

Educational planning: methods of planning at the primary, secondary and higher levels of education; problems of planning in technical and vocational training.

Administration: implementation of educational plans: discussion of broad principles of administration with emphasis on particular problems such as foreign aid, girls' education, etc.

Practical training involves the preparation of an educational plan for a hypothetical country with given social, economic and educational characteristics.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Projects in progress:

A pilot study on wastage and stagnation in certain schools and colleges in the Punjab (Veda Prakasha);

A study on recurring and non-recurring per pupil costs in certain schools and colleges in the Punjab (Veda Prakasha).

PUBLICATIONS

First Training Course for Educational Planners and Administrators (15 September - 14 December 1962),

Training Course for Educational Supervisors (22 December 1962 - 21 March 1963),

Educational Planning in Developing Countries (with special reference to Asia), 1963,

Director's Report - Training Course for Educational Planners and Administrators (September-December 1962), Also available for 1963.

Director's Report - Training Course for Educational Supervisors (December 1962 - March 1963),

Georis, R. Le rôle des statistiques et de la recherche dans le développement de l'éducation en Asie (The role of statistics and research in educational development in Asia). Mimeographed.

Publications may be obtained by writing direct to the Centre.

THE UNESCO INSTITUTE FOR EDUCATION

Feldbrunnenstrasse 70, Hamburg 13
Telephone: 457841
Cable address: EDINST

Director: Gustaf Ögren

Established in Hamburg in 1951 to serve as "a centre for contact between educators of different countries so as to enable them to compare and exchange, without national, racial or cultural prejudice, their knowledge and experience in the various fields of education". The Institute is an independent body registered under German law and controlled by a Governing Board which is international in composition, and appointed by the Director-General of Unesco. It is principally dependent for the financial support of its programme on annual subventions from Unesco, but aid is also received from the Federal Republic of Germany and the City of Hamburg.

The objectives of the Institute are pursued in various fields of activity. Expert meetings are organized to discuss questions relating to pedagogics, sociological aspects of education such as transfer from school to work, forms and needs of leisure, etc., methods of teacher training and numerous other subjects. Since 1956 the Institute has encouraged co-ordination of educational research through international meetings of research workers who normally attend as the representatives of national centres of educational research. After agreement has been reached upon a working programme, responsibility is assumed by the Institute for liaison between the research teams in the different countries and for co-ordinating their work. Projects of this type have included international studies of attainment testing, research in adult and parent education, etc. The principal study in progress is an International Project for the Evaluation of Educational Achievement which consists of a series of mathematics tests for pupils at different levels and in which 12 countries are participating.

Another essential part of the Institute's programme is to propagate the ideas of education for international understanding and co-operation. For this purpose, annual seminars are arranged for young teachers and educators on the general theme of the teacher's role in the development of understanding and co-operation between nations and groups.

The Institute's journal The International Review of Education appears quarterly in English, French and German. Information on this and other publications may be obtained on application to the Institute.

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION - UNESCO

Place de Fontenoy, Paris 7e
Telephone: SUFfren 98-70, SOLferino 99-48, SUFfren 86-00
Cable address: UNESCO, Paris

Director-General: René Maheu

A substantial part of Unesco's educational programme is devoted to educational planning. Activities in this sphere are both intellectual and operational. The Organization has in the first place set itself the task of spreading the idea of educational planning and furthering the analysis of its implications, including research on the means of applying it. On the practical side, and in order to be able to meet the requirements of Member States which are increasingly requesting from Unesco the services of planning experts, a system of research and training institutions of a general or specialized nature is being established on an international and regional basis.

Responsibility for Unesco activities in Educational Planning is centred in the Department of Education, particularly its Educational Planning Division, with the support of sections of other Departments. These activities may be grouped under five main headings:

> (1) Institutes for educational planning; (2) Conferences on educational planning; (3) Educational planning advisory missions; (4) Experts and fellowships in educational planning and allied fields; (5) Documentation, advisory and analytical services.

1. The first task of Unesco in educational planning is to promote research and the training of personnel in this sector. The Regional Centre for the Advanced Training of Educational Personnel in the Arab States, in Beirut, and the Regional Centre for the Training of Educational Planners, Administrators and Supervisors in Asia, in New Delhi, were established in 1961 and 1962, respectively, under the auspices of Unesco for this purpose, as well as the International Institute for Educational Planning in Paris. Assistance is also provided for the staffing of the educational planning section of the Latin American Institute for Economic and Social Planning (under ECLA) in Santiago and the educational planning section which is being organized in the African Institute for Economic Development and Planning (under ECA), Dakar. Arrangements

for providing similar services for the Asian Institute for Economic Development and Planning (under ECAFE) in Bangkok, in co-operation with the New Delhi Centre, are also being developed.

(For details of the above regional institutes and centres, see appropriate sections)

2. Unesco assists Member States in determining jointly a general policy of educational development applicable to the various countries in a given region. This is done largely through regional conferences of Ministers of Education such as those held in Karachi in 1959-1960, Beirut in 1960, Addis Ababa in 1961, and Santiago de Chile and Tokyo in 1962, which have as their object the examination of the principles of educational planning from the quantitative and qualitative standpoint and the definition of the main educational, social and economic targets towards which planning should aim. Meetings are organized also to follow-up on major regional conferences and on specialized aspects of educational planning such as statistics, literacy, planning higher education, school construction, finance and continuing education.

Many of the different sections of Unesco, including the regional and specialized Divisions of the Department of Education and Divisions of the Social Sciences, Mass Communications and Natural Sciences Departments, have had responsibility for meetings on one or other aspect of educational planning. Examples of some of the principal conferences will provide an idea of the extent of Unesco's activity in this area:

Regional Meeting of Representatives of Asian Member States on Primary and Compulsory Education, Karachi, December 1959 - January 1960;

Conference of African States on the Development of Education in Africa, Addis Ababa, May 1961;

Regional Symposium on Overall Educational Planning, New Delhi, January - February 1962;

Conference on Education and Economic and Social Development in Latin America, Santiago de Chile, March 1962;

Meeting of Ministers of Education of Asian Member States participating in the Karachi Plan, Tokyo, April 1962;

Meeting of Experts on the Adaptation of the General Secondary School Curriculum in Africa, Tananarive, July 1962;

Conference on the Development of Higher Education in Africa, Tananarive, September 1962;

Meeting of Ministers of Education of African countries participating in the implementation of the Addis Ababa Plan, Unesco Headquarters, Paris, March 1963;

Regional Conference on the Planning and Organization of Literacy Programmes in Africa, Abidjan, March 1964;

Regional (Asia) Technical Assistance Seminar on Investment in Education, Bangkok, April 1964;

Regional Seminar (Arabic-speaking countries) on Statistics, Beirut, April 1964.

3. An important means of promoting educational development is through planning advisory missions which have been carried out in a large number of African, Arab, Asian and Latin American countries. The purpose of the General Planning Missions is to advise national authorities on the establishment of educational planning machinery and on other measures to be taken for the development of education in relation to social and economic development. Project Identification Missions (Educational Investment Missions) have the task of identifying areas of priority and reviewing projects for which assistance is to be requested. In future, Unesco will be called upon particularly to facilitate and support, with assistance of a technical nature, the development and execution of the loan or credit operations that the International Bank for Reconstruction and Development and the International Development Association propose to undertake in the field of education.

4. At the request of governments, Unesco may provide long and short-term experts in educational planning and in specialized fields such as educational statistics, administration, comparative education, schools supervisory services and financing. Fellowships are offered on a similar basis.

5. The Secretariat assembles all available documentation on educational planning, including publications by specialists, reports of studies, and relevant literature on the educational situation of various countries. The Economic Analysis Division of the Social Sciences Department collaborates with the Department of Education through stimulating outside research projects, undertaking analytical studies on questions such as the relation of education to economic development in different countries and providing advisory services. Activities have included preparation of material for conferences and co-operation in the organization of the regional institutes for training in educational planning. A manual on Economic and Social

Aspects of Educational Planning is to appear towards the end of 1964 and a volume is in preparation of selected Readings in the Economics of Education which is expected to be published in 1965. The Division is sponsoring several projects such as a study of patterns of educational development required at different stages of economic growth. It also co-operates closely with different United Nations' agencies and a joint working group has been established with ILO on manpower and human resources assessment.

The Statistical Division provides statistical information for various operational projects connected with educational planning. It also carries out analyses and quantitative assessments of human resources. In particular it has been concerned with the statistical aspects of regional educational plans. Specific projects include work on the construction of an International Educational Classification System (in co-operation with ILO) and the development, with the aid of expert consultants, of a quantitative system of measuring human resources development.

Direct contributions to educational planning are also made in sections of the Department of Education other than the Educational Planning Division. A series of studies has been undertaken on various aspects of the problem of teacher status in different parts of the world. Experiments have been conducted, particularly in Africa and Latin America, on curriculum development, the application of new methods and the use of new teaching aids. In higher education, studies on the general problems of organization, operation and adaptation confronting different institutions have been made through a joint programme between Unesco and the International Association of Universities. Assistance to Member States in solving educational construction problems is provided by a School Buildings unit in the Secretariat and through the regional centres for school building research and training. Examples of other areas in which Unesco is active are adult education and literacy and the education of girls. The Natural Sciences Department is involved in activities for the improvement of science teaching and training programmes and has conducted experiments in the development of new science teaching materials. One of the functions of the Mass Communications Department is to further the use of audio-visual materials, television and radio for the advancement of education.

OTHER REGIONAL ORGANIZATIONS

CONFEDERATION OF CENTRAL AMERICAN UNIVERSITIES (CONFEDERACION DE LAS UNIVERSIDADES DE CENTROAMERICA)

Ciudad Universitaria "Rodrigo Facio",
San José, Costa Rica, C.A.
Telephone: 3313 and 6750, extension 424
Cable address: COSUCA

Secretary General of the Superior Council of Central American Universities:
Carlos Tünnermann Bernheim

Principal staff: Carlos A. Caamaño Reyes (Assistant to the Secretary General), Roberto Suazo Tomé (Co-ordinator of regional programmes), Mariano Ramírez Arias (Director of the project on human resources in Central America), Issac Pérez Guevara (Assistant to the Director of the project on human resources in Central America)

The Confederation of Central American Universities, of which the supreme body is the Superior Council of Central American Universities, was founded in 1948 and has as its objective the integration of higher education in the area and the creation of conditions favourable to the rational utilization of the human resources, material facilities and methods of these universities.

The Superior Council of Central American Universities is a regional organization composed of the Rectors of the five national universities of Central America and financed from equal contributions of these universities.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

A study has been undertaken by the institutes of the Central American universities concerned with economic and social research in co-operation with the departments of statistics of the universities which have been organized and strengthened for the purpose of contributing to this study. The project is under the general direction of the Secretary General of the Superior Council. Its objectives are to determine trends in the increase of the student population and investigate supply and demand of professional manpower.

The first part of the project will be published as a series of papers on the educational systems in Costa Rica, Honduras, El Salvador, Nicaragua and Guatemala. The second part will appear under the title: Recursos Humanos: necesidades y requerimientos educativos en Centroamérica (Human Resources: educational needs and requirements of Central America).

Research team: Mariano Ramirez Arias, Director (Costa Rica), Manuel A. García (Nicaragua), Rubén Mondragon (Honduras) Hugo Leonel Pineda (El Salvador), René Arturo Orellana (Guatemala)

PUBLICATIONS

Brochures containing preliminary information on the results of the project on human resource development in Central America.

Bases Fundamentales del CSUCA (Basic principles of the Superior Council of Central American Universities)

Plan para la integración regional de la Educación Superior en Centroamérica (Plan for the regional integration of higher education in Central America)

UNIVERSITY OF SAN CARLOS, GUATEMALA
INSTITUTE FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
(INSTITUTO DE INVESTIGACIONES Y MEJORAMIENTO EDUCATIVO
UNIVERSIDAD DE SAN CARLOS DE GUATEMALA)
Edificio Central, Ciudad Universitaria,
Ciudad de Guatemala, Guatemala, C.A.

Directors: Félix Hernández Andrino (University of San Carlos, Guatemala), Karl T. Hereford (Michigan State University)

A regional organization of the Superior Council of Central American Universities, the Institute was created by an agreement between the University of San Carlos, Guatemala, and Michigan State University. Its activities are directed towards systematic educational development through research and the application of research results to the Central American situation. The Institute also has certain training functions.

PUBLICATION

Brochure on the Institute for Educational Research and Development

MAKERERE UNIVERSITY COLLEGE
EAST AFRICAN INSTITUTE OF SOCIAL RESEARCH

P.O. Box 16022, Kampala, Uganda

Acting Chairman: Paul G. Clark (Director of Economic Research)

A department of the Faculty of Social Sciences of Makerere University College, the Institute was originally established by the British Government in 1948 as an independent regional centre for research in the social sciences. Its central function is to organize and conduct independent academic research studies on the social, political and economic problems of East Africa.

The Institute is administered by a Chairman and an Executive Committee, consisting of the Chairman, the Director of Economic Research at the Institute, the chairmen of the three teaching departments of the Faculty of Social Sciences (Economics, Political Sciences, Sociology and Anthropology) and a representative of the Faculty of Agriculture. Its annual budget is provided from Makerere College funds but additional financial assistance has been received from outside sources such as the Ford Foundation and the U.K. Department of Technical Co-operation.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

The Uganda Education Project

Sponsored by the Uganda Ministry of Education and financed by the Ford Foundation. A series of six studies bearing on fundamental issues of educational policy.

	Approximate Duration of study
Aptitude testing and educational selection. (J. Silvey);	January 1962-June 1964
Social setting of urban day schools. (S.F. Weeks);	April 1962-December 1963
The teaching profession. (B.A. Phipps);	September 1962-October 1964
Reading habits of the educated public. (P.E. Phipps);	September 1962-December 1963
Secondary school leavers. (H.C.A. Somerset);	January 1963-June 1965
Comparative age-education profiles in Uganda and other African Countries. (A.R. Jolly).	November 1963-August 1964

The Economic Development Research Project

A four-year programme of research in development planning problems of the East African countries. Financed by the Rockefeller Foundation and conducted under the supervision of P. G. Ciark, as a set of individual studies of which one is concerned with education and manpower problems in Uganda. Research worker: E. R. Rodo. Expected duration: September 1963-June 1966.

PUBLICATIONS

Selected Conference Papers

Maleche, A. J., A Study of Wastage in Primary Schools in Uganda, 1960.

Maleche, A. J., Sociological and Psychological Factors Favouring or Hindering the Education of African Women in Uganda, 1961.

Maleche, A. J., Wastage Among School Leavers in West Nile, 1962.

Phipps, B., The Teaching Profession in Uganda - Preliminary Results, 1963.

Silvey, J., Preliminary Thoughts on Aptitude Testing and Education Selection in Africa, 1963.

Weeks, S. G., A Preliminary Examination of the Role of Minority Students at a Day Secondary School in Kampala, Uganda, 1963.

Kamoga, F. K., Future of Primary Leavers in Uganda, 1963.

McQueen, A. J., Aspirations and Problems of Nigerian School Leavers, 1963.

Silvey, J., Formal and Informal Learning through the Medium of a Second Language, 1963.

Jolly, R. and Rado, E., Education in Uganda: Reflections on the Report of the Uganda Education Commission, 1964.

Jolly, R., Stocks and Flows in Uganda Education: The Links between Education and Manpower, 1964.

Kamoga, F. K., Wastage among Teachers in Buganda, 1964.

Somerset, H. C., The Junior Secondary School Leavers Project: A Progress Report, 1964.

Conference papers may be obtained from the Administrative Secretary of the Institute, price 2/-s.

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT - OECD

2 rue André-Pascal Paris 16e
Telephone: TROcadero 76-00, TROcadero 46-10
Cable Address: DEVELOPECONOMIE

Director-General: Thorkil Kristensen

Director, Directorate for Scientific Affairs: Alexander King
Deputy Director, Directorate for Scientific Affairs: James R. Gass (also Head, Planning and Development Division)

The Organisation for Economic Co-operation and Development was set up in 1960 to promote policies designed to achieve the highest sustainable economic growth and employment and a rising standard of living in Member countries, while maintaining financial stability, and thus to contribute to the development of the world economy; to contribute to sound economic expansion in Member as well as non-Member countries in the process of economic development; and to contribute to the expansion of world trade on a multilateral, non-discriminatory basis in accordance with international obligations. The Member countries of OECD are European, with the exception of Canada, the United States and Japan.

OECD activities in educational planning are centred in the Directorate for Scientific Affairs which is concerned with questions relating to scientific research and to the expansion and rational utilization of scientific and technical personnel. Within the Directorate, the Committee for Scientific and Technical Personnel, composed of science and educational policy-makers from each of the Member countries, is responsible for work in human resource development, in particular the education, training and manpower aspects of scientific resources.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

Human Resource Development Fellowship Programme

The programme was established in 1961 to provide both theoretical and practical training to young economists and other professionals in the various aspects of human resource planning for economic and social development particularly in developing countries. Training is provided for approximately 20 persons during a 12-month period through attendance at the OECD Training Course for Human Resource Specialists and through work with the national teams established in

Member countries under the Mediterranean Regional Project and Educational Investment and Planning Programme (see below). Candidates are required to have a university degree in a relevant subject and must have a working knowledge of either English or French. With certain exceptions, applications are limited to nationals of OECD Member countries.

Training Course for Human Resource Specialists

The purpose of this course, which has been held annually since 1962 for a period of three to four weeks, is to provide a comprehensive introduction to both the theoretical and practical aspects involved in the work of preparing plans for the development of education over the longer term in relation to economic, demographic and social needs. Approximately 50 participants are selected. In addition to OECD Human Resource Development fellows, these include national representatives nominated by Member countries and other qualified observers, who are required to have at least a first degree in economics, statistics, sociology or education with subsequent specialization in the economics of manpower, demography, public finance or education. An excellent knowledge of either English or French is essential.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

The Mediterranean Regional Project

The Project embodies a major attempt by six countries in Southern Europe (Greece, Italy, Portugal, Spain, Turkey and Yugoslavia) to prepare for governments an assessment of their educational needs over a 15-year period and to arrive at detailed plans, including financial estimates, for meeting these needs. The Project was initiated in 1960 through bilateral agreement between the OECD and the participating countries. The expenses involved are shared.

The programme has been undertaken in two stages:

Stage 1. (a) An analysis of the manpower needs and educational resources required to supply skills for the long-term development needs of the participating countries. (b) A statement of the main policy problems arising in the development of these resources.

This first stage was completed in early 1964, and the six national reports are expected to be available by the end of the year.

Stage 2. (a) The translation of the above targets into practical plans for educational investment in the participating countries. (b) A solution to the major policy problems arising in the allocation and effective utilization of the growing volume of resources devoted to education as a result of Stage 1 of the Project.

The second stage is expected to be completed by the end of 1966.

In 1963 a grant was received from the Ford Foundation to assist in the transfer of the experience of the Mediterranean Regional Project to non-Member countries. A programme is being initiated for selected Latin American countries.

Educational Investment and Planning Programme

This second major educational planning programme was established in 1962 and includes most of the governments of Northern European countries. In some of these countries national teams or planning organizations have recently been established to prepare assessments of national educational needs in the next 15 years, together with detailed plans for meeting these needs. Other Member countries which already have planning organizations or national groups working on educational investment needs are co-operating with the OECD in preparing studies on specific subjects related to human resource planning in connection with the overall Educational Investment and Planning Programme.

Study Group in the Economics of Education

This independent group of professional economists and educational planners has the task of bringing the resources of academic thought to bear on the theoretical and practical issues involved in the link between investment in education and economic progress. Since 1960, two meetings have been held on an average each year on subjects such as economic aspects of higher education, the residual factor and economic growth, the organization implications of the link between education and economic growth, etc.

Further activities include the preparation of a model handbook of standardized statistics for educational investment and planning and a project on development and economy in educational building in countries of Southern Europe.

In addition to the Directorate for Scientific Affairs, other parts of the OECD carrying out work related to human resource development include: the Directorate for Agriculture and Food, Division for Technical Action, which has held several meetings on the needs and problems of agricultural education; the Directorate for Manpower and Social Affairs, which held a seminar on employment forecasting techniques in Brussels during 1962, the reports of which have been published under the title Employment Forecasting; and the Development Centre, in which a study is presently being made on the impact of foreign skills and knowledge on economic growth.

PUBLICATIONS

Major publications of the OECD in the field of human resource development and educational planning:

Other Regional Organizations

Policy Conference on Economic Growth and Investment in Education, 5 volumes. Papers presented at the Conference held in Washington in 1961.

Parnes, Herbert S. *Forecasting Educational Needs for Economic and Social Development*, October 1962. A methodological statement of the Mediterranean Regional Project.

Parnes, Herbert S. ed. *Planning Education for Economic and Social Development*, October 1963. Lectures presented at the first Training Course held in Frascati, Italy.

Harris, Seymour E. ed. *Economic Aspects of Higher Education*, 1964. Papers of the Study Group on the Economics of Education.

Intellectual Investment in Agriculture for Economic and Social Development, Volume no. 60 of the OECD documentation series in agriculture and food.

NATIONAL

ORGANIZATIONS

PRECEDING PAGE BLANK-NOT FILMED

ARGENTINA

THE TORCUATO DI TELLA INSTITUTE
ECONOMIC RESEARCH CENTRE
(INSTITUTO TORCUATO DI TELLA CENTRO DE INVESTIGACIONES ECONOMICAS)

Virrey del Pino 3210, Buenos Aires
Telephone: 76-7484, 76-9311, 76-3370
Cable address: INSTELLA

Executive Director of the Institute: Enrique Oteiza
Executive Director, Centre for Economic Research: Javier Villanueva
Research staff, Centre for Economic Research: Enrique Oteiza, Ignacio Tandeciarz

The Centre for Economic Research was founded in 1960 and is one of the six centres of the Torcuato di Tella Institute. It is non-profit-making and financed by various public and private organizations in Argentina, the Ford Foundation and AID. The main object of the Centre is to carry out high-level economic research and to contribute to an understanding of the economic circumstances of Argentina.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

A large-scale project has been completed on university and technical manpower in the Argentine Republic. (Officers responsible: Dr. Almada, Dr. Horowitz, Dr. Zalduendo and Dr. Sanjurjo.) Studies have also been completed on the problem of emigration of high-level personnel (officer responsible: Dr. Horowitz) and on the engineering profession (officer responsible: Dr. Oteiza). A project on educational costs in the University of Buenos Aires is at present in progress (officers responsible: Dr. Brooman, Dr. Oteiza and Dr. Tandeciarz) and the first part, which concerns the cost of education in the Engineering Faculty, a pilot study, is expected to be finished towards the end of 1964.

PUBLICATIONS

La profesión de ingeniería en la República Argentina (The engineering profession in the Argentine Republic) May be obtained from the International Institute for Labour Studies, Geneva.

Los recursos humanos de nivel universitario y técnico en la República Argentina (Human resources at the university and technical level in the Argentine Republic) May be obtained from the Editorial del Instituto, Florida 936, Buenos Aires, Argentina.

AUSTRIA

AUSTRIAN INSTITUTE FOR ECONOMIC RESEARCH (ÖSTERREICHISCHES INSTITUT FÜR WIRTSCHAFTSFORSCHUNG)

Vienna 1, Hoher Markt 9
Telephone: 63-46-66

Director: Franz Nemschak

Staff concerned with educational planning: Josef Steindl

The Institute was originally established in 1927 as the Österreichisches Institut für Konjunkturforschung and was reorganized under its present name in 1945. Its purpose is to analyse and interpret the current economic situation in Austria and development prospects, to investigate economic questions as necessary and which may be useful and relevant in the solution of problems relating to the country's economic policy and, occasionally, to study questions of economic theory. The Institute is financed through subscriptions to its publications and from private industry, government institutions, trade unions and semi-official organizations. The Kuratorium of the Institute is its governing body.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Under agreement with OECD the Institute is participating in a project on long-term planning of educational resources in Austria directed by the Federal Ministry of Education, and will be concerned with future manpower requirements for different types of professions and skills. (Staff responsible: Hannelore Hoffmann, Josef Steindl).

PUBLICATIONS

"Der technische und naturwissenschaftliche Nachwuchs in Österreich" (technical and scientific training in Austria). Monatsberichte des Österreichischen Institutes für Wirtschaftsforschung, Supplement No. 45, April 1957.

"Die Ausgaben für Schulbildung" (Expenditure on school buildings). Monatsberichte des Österreichischen Institutes für Wirtschaftsforschung, April 1959.

UNIVERSITY OF VIENNA
INSTITUTE OF SOCIOLOGY
SOCIAL SCIENCE RESEARCH CENTRE
(INSTITUT FUR SOZIOLOGIE, ABTEILUNG: SOZIALWISSENSCHAFTLICHE FORSCHUNGSSTELLE, UNIVERSITAT WIEN)

Vienna 1, Dr. Karl Luegerring 1
• Telephone: 33-26-61, Kl. 252

Director: Leopold Rosenmayr

A department of the Institute of Sociology of Vienna University, the Social Science Research Centre undertakes studies in educational sociology and has certain training functions in this field.

RESEARCH ACTIVITIES IN THE FIELD OF EDUCATIONAL PLANNING

The Institute has undertaken a comparative study of a group of young workers and a group of grammar-school boys which revealed a close correlation between the degree of education received by the children (aged between 15 and 17) and by their parents, and the leisure interests and general objectives of the two groups.

A comparative study has also been initiated on groups of adolescent girls with different types and degrees of formal education, focussing on their different concepts of the female role in general and their own role expectations.

Research team: Leopold Rosenmayr (Director), Erika Danneberg, Sigurd Höllinger, Henrik Kreutz, Margarete Schimka, Hans Strotzka.

A project is being planned to investigate social and socio-psychological factors determining access to grammar schools in order to explain the large difference in the acceptance and success rate of pupils with different social, economic and regional origins. The study will differentiate between factual opportunity of access and degree of ability to receive education required for successful attendance of grammar school.

Research team: Leopold Rosenmayr (Director), Rudolf Faschinger, Eva Köckeis, Jürgen Pelikan, Georg Wieser.

PUBLICATIONS

Rosenmayr, Leopold. "Soziale Schichtung, Bildungsweg und Bildungsziel im Jugendalter" (Social stratification, educational choice and educational aims of adolescents). Kölner Zeitschrift für Soziologie und Sozialpsychologie, Sonderheft 5, 1961.

Kreutz, Henrik. Jugend: Gruppenbildung und Objektwahl (Group relations among youth and objective choice. Dissertation, Vienna, 1964.

Soziale Gegebenheiten, Ausbildungswege und kulturelles Verhalten (Social characteristics, educational choice and cultural patterns). 3 Vols., Vienna, 1962, mimeographed.

Information on publications may be obtained on application to the Centre.

BELGIUM

THE CATHOLIC UNIVERSITY OF LOUVAIN RESEARCH CENTRE FOR DEVELOPING COUNTRIES (CENTRE DE RECHERCHES POUR LES PAYS EN DEVELOPPEMENT DE L'UNIVERSITE CATHOLIQUE DE LOUVAIN)

Collège du Faucon,
41, rue de Tirlemont,
Louvain
Telephone: 016/285-97

Director: G. Malengreau
Secretary: L. Baeck

The Centre was set up in 1961 and is attached to the Institute for the Study of Developing Countries (Institut d'Etude des Pays en Développement) of the Catholic University of Louvain. It aims principally to undertake economic and social research for the benefit of the developing countries.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

A study on the role of education in economic development is at present being conducted by E. Raeymaekers.

From the end of 1964 a second assistant will be assigned to the Centre to investigate problems of educational planning in Africa.

CENTRE FOR THE STUDY OF SOCIAL AND PROFESSIONAL PROBLEMS OF TECHNOLOGY
(CENTRE D'ETUDE DES PROBLEMES SOCIAUX ET PROFESSIONNELS DE LA TECHNIQUE)

Parc Léopold, 137A, rue Belliard, Brussels 4
Telephone: 35-01-86

Secretary-General: Pierre Feldheim

Principal staff: C. Javeau, Christian D'Hoogh, George Kint, Paul Tahon, Henri de Knibber, Miss Maryse Brouwers, Miss Jeanine de Cae, Miss Juliane Pironet

An independent institution created in 1957 on the initiative of the Institute of Sociology of the Free University of Brussels and financed through contracts with public administrations and private organizations. The Centre has four research sections for: (1) the study of labour force requirements in qualitative terms; (2) the study of economic problems of education; (3) the study of socio-psychological problems in the advancement of education; and (4) the study of social and professional structures. The work of each of these sections is directed towards integrated programming of educational activities at all levels.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

Although there are no courses in this field offered at present, trainees wishing to become acquainted with the Centre's methods are accepted from Belgium or abroad.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Principal projects in progress:

Compilation of an inventory of State school buildings ;

Study and preparation of models to assist research into optimum location of school buildings;

Study of optimum dimensions of school buildings ;

Quantitative and qualitative inventory of teaching personnel recruited by the State ;

Critical analysis of Belgian educational forecasts ;

Study of the Belgian system of educational statistics ;

Fourth and fifth studies on professional structures and the qualification of employment in the metal industries ;

Third white paper on the requirements of the Belgian economy in qualified scientific and technical personnel ;

Analysis of data obtained from the last general census in the Kingdom (1961) on education and professional structures ;

Research on the evaluation of potential reserves of talent among youth ;

Pilot study on the causes of failure in university examinations;

Study on the causes of failure in examinations at the higher level ;

The democratization of higher technical education and related problems ;

Motivations in choosing a profession. The concept of a professional career and expectations among youth;

Survey on motivations for taking a doctorate .

PUBLICATIONS

Ministry of Public Education. Premier livre blanc sur les besoins de l'économie belge en personnel scientifique et technique qualifié (First white paper on the requirements of the Belgian economy in qualified scientific and technical personnel) Also available in Flemish.

Ministry of National Education and Culture. Premier inventaire des ressources de la recherche scientifique en Belgique (First inventory of scientific research resources in Belgium), in nine parts (part No. 2 - Agriculture - out of print) 1958.

Ministry of National Education and Culture. Guide de l'enseignement supérieur (Guide to higher education), 1963, 245 pp., price 50 fr. May be obtained direct from the Ministry. Also available in Flemish .

Les besoins de formation professionnelle dans le secteur des classes moyennes en Belgique (Requirements in vocational training among the Belgian middle classes), 1960, 100 pp., price 110 fr. Also available in Flemish .

Arbalestrie, Emile. Etude des réserves intellectuelles potentielles de la jeunesse belge (Study of potential intellectual reserves among Belgian youth), 1961, 1st part, 67 pp., price 85 fr., 2nd part, 48 pp., price 75 fr.

Etude de la qualification professionnelle dans l'agriculture (Study of professional qualifications in agriculture), 1961, 205 pp., price 225 fr.

Robaye, Francine. Les motifs du choix professionnel - Une approche psycho-sociologique (Motives in choosing a profession - a psycho-sociological approach), 1963, 75 pp., price 90 fr.

van Waeyenberghe, R. La scolarisation en Belgique (Educational development in Belgium), 1963, 56 pp., price 50 fr.

D'Hoogh, C. Problèmes économiques de l'enseignement (Economic problems of education), 1963, 223 pp., price 220 fr.

FREE UNIVERSITY OF BRUSSELS
INSTITUTE OF SOCIOLOGY
(INSTITUT DE SOCIOLOGIE
DE L'UNIVERSITE LIBRE DE BRUXELLES)

Parc Léopold, 137a rue Belliard, Brussels 4
Telephone: 02-35-01-86

Director: Arthur Doucy

Principal staff concerned with educational planning: S. De Coster (Director, Centre for the Sociology of Education), Fernand Hotyat (research assistant) Miss Elise Vandergoten (research supervisor at the University), Pol Georis (lecturer at the University), Lucien Onchelet and Georges Vander Elst (assistants at the University)

The Institute was founded in 1902 by Ernest Solvay. Its activities are devoted to research in the social, political and economic sciences, which is carried out by the semi-autonomous, specialized centres existing within the Institute.

The Director is assisted by a Bureau (J. Baugniet, R. Henrion, G. Jacquemyns and Henri Janne). Programmes of the Institute are determined by a council composed mainly of professors of the University of Brussels.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Centre for the Sociology of Education

Fernand Hotyat

Compilation of a bibliography of the sociology of education (to be completed by S. De Coster);

Research on possibilities of activating post-primary pupils from socially and culturally handicapped families. This study has been in progress for two successive school years. The results will be made available shortly as an article to appear in the Institute's Review.

Miss Elise Vandergoten

Continuation of a research project on the evolution of choice of vocation and of the adaptation of 1000 young people between the ages of 12 and 15 to study, in accordance with their aptitudes and the social and cultural level of their families.

Pol Georis

Preparation of a publication, with S. De Coster, on social stagnation and education in Central Africa (published);

Preparation of a research project on community education in the developing countries.

Sylvain De Coster

(See above: research projects of F. Hotyat, Pol Georis and Miss E. Vandergoten)

Preparation of a research project on social adaptation as a means of reducing social and educational maladjustment;

Preparation and publication of essays on virtual social regression and education;

Preparation of a research project on laughter as a catharsis in education .

Lucien Onchelet

Preparation of a study on the democratisation of education as a socio-pedagogical action, in relation to the conditioning factors.

The Institute has also been responsible for various surveys on the social origin of students and the professional activity of graduates from different university faculties.

PUBLICATIONS

Hotyat, Fernand. "Les conditions socio-culturelles de la famille et le rendement scolaire au début de l'enseignement post-primaire" (Social and cultural conditions of the family and educational returns at the beginning of post-primary education), Revue Belge de Psychologie et de Pédagogie, 1962

De Coster, Sylvain, in collaboration with Lemal, J., and Moens-Melis, L. "Régression sociale virtuelle et enseignement professionel et technique féminin" (Virtual social regression and vocational and technical education for women), Revue de l'Institut de Sociologie, 1962

De Coster, Sylvain, in collaboration with Georis, Pol. Ascension sociale et Enseignement dans les Etats et dans les Territoires de l'Afrique moyenne (Social advancement and education in the States and Territories of Middle Africa), CEMUBAC

Hotyat, Fernand. Le handicap scolaire des milieux familiaux défavorisés est-il fatal? (Is the educational handicap in unprivileged family environments fatal?), awaiting publication

BRAZIL

NATIONAL INSTITUTE OF PEDAGOGICAL STUDIES (INSTITUTO NACIONAL DE ESTUDOS PEDAGOGICOS)

Director: Carlos Pasquale

In 1955 the Brazilian Centre for Educational Research was created within the National Institute of Pedagogical Studies with the object of: undertaking research and surveys on cultural and educational conditions and on development tendencies in Brazilian Society in order to provide the basis of a national educational policy; to prepare plans and recommendations for educational reform in Brazil; to prepare educational documentation; and to provide training for educators and teachers.

Regional centres with parallel functions were set up at the same time in São Paulo (São Paulo), Belo Horizonte (Minas Gerais), Salvador (Bahia), Pôrto Algre (Rio Grande do Sul) and Recife (Pernambuco).

BRAZILIAN CENTRE FOR EDUCATIONAL RESEARCH
(CENTRO BRASILEIRO DE PESQUISAS EDUCACIONAIS)
Rua Voluntários da Pátria, 107,
Botafogo, Rio de Janeiro, Guanabara

Executive Director: Péricles Madureira de Pinho

Research related to educational planning

A study on the educational system in Guanabara to determine the extent to which it meets the requirements of a changing society and contributes to the process of a social transformation (in progress);

Preparation of working documents for the conference on education and economic and social development in Latin America, held in Santiago de Chile, March 1962.

Publications (periodicals)

Revista Brasileira de Estudos Pedagógicos (Brazilian review of pedagogical studies) (quarterly)

Bibliografia Brasileira de Educacão (Brazilian educational bibliography)

Educacão e Ciências Sociais (Educational and social science) (quarterly)

Boletin Informativo (Information bulletin) (monthly)

The Centre also produces a number of publication series including Society and Education

Publications are free of charge and may be obtained on request or on an exchange basis.

REGIONAL CENTRE FOR EDUCATIONAL RESEARCH - MINAS GERAIS (CENTRO REGIONAL DE PESQUISAS EDUCACIONAIS DE MINAS GERAIS)

Director: Abgar Renault

Research related to educational planning

The training of specialized manpower outside the formal school system in Minas (in progress).

REGIONAL CENTRE FOR EDUCATIONAL RESEARCH - SAO PAULO (CENTRO REGIONAL DE PESQUISAS EDUCACIONAIS DE SAO PAULO)

Director: Laerte Ramos de Carvalho

Training in educational planning

A course was organized from June to December 1963 by UNICEF, Unesco and the National Institute of Pedagogical Studies, for 28 trainees from the States of Mato Grosso and Goiás. The object of the course was: to train professional educators for the technical bureaus of the educational offices of these States or for other positions involving responsibility in education; and to assure professional knowledge for educational planning operations. Content:

The philosophical principles of education, educational psychology, school administration, educational sociology, educational supervision.

A similar course was held from April to December 1964 for trainees from the same States.

Research related to educational planning

The school system in the town of Rio Claro and factors of non-attendance at primary school (completed).

Causes of non-attendance at industrial school (completed).

Programmed instruction; a study of the efficiency of psychology teaching through programmed introduction (in progress).

Education at the secondary level and the social and economic structure: contribution to a project undertaken by Chicago University to investigate in different countries the relationship between secondary school education and the social and economic development of a country. The study has covered regions in Brazil at different stages of the process of industrialization (in progress).

Publications

Pesquisa e Planejamento (Research and planning), five numbers published.

REGIONAL CENTRE FOR EDUCATIONAL RESEARCH - RIO GRANDE DO SUL
(CENTRO REGIONAL DE PESQUISAS EDUCACIONAIS DO RIO GRANDE DO SUI

Director: Alvaro Magalhães

Research related to educational planning

Secondary education and the social and economic structure of Rio Grande do Sol (completed).

REGIONAL CENTRE FOR EDUCATIONAL RESEARCH - PERNAMBUCO
(CENTRO REGIONAL DE PESQUISAS EDUCACIONAIS DE PERNAMBUCO)

Director: Gilberto Freyre

Research related to educational planning

Economic and financial aspects of educational planning in Pernambuco (completed).

Territorial zoning in Recife for the purposes of educational planning (completed).

CANADA

McGILL UNIVERSITY
CENTRE FOR DEVELOPING-AREA STUDIES

Montreal, Quebec
Telephone: VIctor 4-6311

Director: Irving Brecher

The Centre was founded in 1963 by McGill University to provide academic facilities for study of the "development" process in the economically-less-advanced countries. It is under the broad jurisdiction of the Faculty of Graduate Studies and Research.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

A series of seminars under the general title of Development as a Historical Process: A Comparative Perspective was conducted by the Centre in the 1964 spring term and attended by a number of scholars from within and outside McGill University. One of the themes treated was Filling the Changing Need for Administrators and Technicians (New Guinea and Pakistan).

Another inter-disciplinary seminar is being planned along similar lines for the 1964/65 academic year.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

A preliminary research inquiry into social policy and national development in West Africa is being made in the area by Peter Gutkind who is interested in examining the problems of employment and dependency produced by the "educational revolution".

CHILE

CENTRE FOR ECONOMIC AND SOCIAL DEVELOPMENT IN LATIN AMERICA (CENTRO PARA EL DESARROLLO ECONOMICO Y SOCIAL DE AMERICA LATINA - DESAL)

Miguel Claro 136, Casilla 9990
Telephone: 453231, 44914
Cable address: DESAL, Santiago de Chile

Directors: Roger Vekemans, Ramon Venegas Carrasco

Principal staff concerned with educational planning: Olga Mercado, Rubén Talavera, Rodolfo Hoffmann, Ismael Silva Fuenzalida

Founded in 1960 for the advancement of the popular sector and its integration in social and economic development through projects and studies based on the social doctrine of the Church. The Centre is financed mainly from projects and research undertaken by it.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

A study was completed in 1964 on the need for training, including accelerated training, among the marginal populations of Santiago, Valparaiso, Concepción and Antofagasta. Principal research workers: Rubén Talavera, Olga Mercado.

PUBLICATIONS

América Latina y el Desarrollo Social (Latin America and social development). Buenos Aires, Editorial del Atlántico. Awaiting publication.

Poblaciones Marginales. Un Ejemplo Latinoamericano: Santiago de Chile (Marginal populations. An example from Latin America: Santiago de Chile). Buenos Aires, Editorial del Atlántico. Awaiting publication.

Manual de Análisis Demográfico (Manual of demographic analysis). Santiago de Chile, DESAL and the Centre for Sociological Research, Catholic University of Chile, 1964.

"Tipologia Socio-economica de los Paises Latinoamericanos" (Social and economic typology of the Latin American countries). Revista de Ciencias Sociales, Washington D.C., Pan American Union, 1963.

Information on further publications may be obtained on application to DESAL.

CORPORATION FOR PRODUCTION DEVELOPMENT (CORPORACION DE FOMENTO DE LA PRODUCCION - CORFO)

Casilla 3886, Santiago de Chile
Telephone: 380521
Cable address: CORFO, Santiago de Chile

Director of Planning: Ernesto Schiefelbein F.
Co-ordinator, Human Resources Programme: Ewald Hasche S.

An autonomously administrated government organization founded in 1939. The Corporation is controlled by an Executive Board which is presided over by the Minister for Economic Affairs and is composed of the under-secretaries of the Ministries of economic affairs and the representatives of state financial and economic organizations and of private industrial and commercial institutions. The Corporation is financed from government and other funds. Its principal function is to prepare plans for the development of national production in accordance with social and economic requirements.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

A human resources programme is being conducted with the University of Chile to determine requirements in professional, technical and other qualified manpower for the achievement of the national Ten-Year Plan; to establish a basis for the development of the school system in the light of social and economic development and to evaluate labour opportunities in the different economic sectors in the light of the objectives of the Ten-Year Plan, bearing in mind variations in productivity. Six major projects are included in the programme:

Projection of the population;

Projection of the labour force;

Structure of the educational system and projection of the school population (entrants and leavers) at the higher, secondary and primary level;

Professional, technical and other qualified manpower by economic activity and occupation: estimation of future requirements;

Accelerated training of qualified manpower outside the regular educational system;

Costing and financing the educational system.

PUBLICATIONS

Sadie, J. Población y Mano de Obra en Chile, 1930-1975 (Population and manpower in Chile, 1930-1975), CELADE.

INSORA. Estudio de Recursos Humanos de Nivel Universitario en Chile (Study of human resources at the university level in Chile). Parts 1 and 2.

INSORA. Recursos Humanos de la Administración Pública Chilena (Human resources in public administration in Chile). Part 1.

CORFO. Proyecciones de Matrículas y Gastos en Educación (Enrolment projections and educational costs).

CORFO. Clasificación de Ocupaciones (Occupational classifications).

CORFO. Clasificación Funcional del Sector Público Chileno (Functional classification of the public sector in Chile)

Forthcoming publications

CORFO. Capacitación de la Mano de Obra fuera del Sistema Escolar Regular (Manpower training outside the regular school system).

CORFO. Formación de Técnicos de Nivel Medio y Superior en Chile (Training technicians at the secondary and higher level in Chile).

CORFO. Recursos Humanos en la Actividad Maderera (Human resources in the timber industry).

CORFO. Recursos Humanos en la Minería (Human resources in mining).

INSORA. Recursos Humanos de la Administración Pública Chilena (Human resources in public administration in Chile). Part 2.

CORFO. Recursos Humanos en la Actividad Constructora (Human resources in construction).

Publications may be obtained from the institute responsible co-operating in the Human Resources Programme:

Corporación de Fomento de la Producción (CORFO), Casilla 3886, Santiago de Chile.
Centro Latinoamericano de Demografía (CELADE), Avda. José P. Alessandri 832, Santiago.
Instituto de Organización y Administración de la Universidad de Chile (INSORA), Compañía 1270, Santiago.

UNIVERSITY OF CHILE
CENTRE FOR ECONOMIC PLANNING
(UNIVERSIDAD DE CHILE
CENTRO DE PLANIFICACION ECONOMICA)

Santiago de Chile

Director: José Vera Lamperein
Deputy Director: Jorge Espinosa Carranza

The Centre was established in 1958 by a decree of the University of Chile. Its objects are: to train persons with different specializations in planning techniques; to encourage, in the different faculties of the University, interest in national economic development planning; to formulate projects for overall national economic planning and prepare basic information for the formulation of specific development plans according to the requirements of each region; and to stimulate and co-ordinate research in institutes and centres, both those within the University and others connected to the University and involved in planning. The inter-disciplinary approach of the Centre is reflected in all these activities.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

A planning course of one academic year has been held annually since 1961. Candidates are required to have a university degree or equivalent and preference is given to those occupying public positions with responsibility in areas concerned with social and economic development. The majority of participants, the number of which may not exceed 25, are financially supported during their period of training by their respective governments.

The course consists of a basic programme attended by all trainees and a second, specialized programme where participants may opt to concentrate in educational planning. This course examines the most important conceptual and methodological problems related to educational planning and discusses the objectives of education as well as principal educational trends and their relation to social development. Emphasis in the course is given to analyses of the main qualitative aspects of the educational process: the structure of the educational system; plans and programmes of study; teacher-training; pedagogical norms for school construction, etc. Problems of a quantitative nature are also considered: pupil enrolment; recruitment of teachers; construction of classrooms; material and equipment, etc. The analysis of qualitative and quantitative problems of this kind is designed to identify the relationship between these two aspects, their role in the educational process and the problems of ensuring adequate co-ordination of both aspects in the process of educational planning, taking into account the existing demographic, geographic, economic, social and political factors.

2

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Values and attitudes of the Andean community regarding education

Undertaken by participants of the 1962/63 Planning Course to investigate, systematically and informally, the role of education in determining individual values and attitudes conducive or non-conducive to the development of the community. Results showed that community development depends on the activities of the individuals composing it and that such activities are largely determined by the attitudes and values held by the individuals.

PUBLICATIONS

Ministry of Education. *Bases Generales para el Planeamiento de la Educación Chilena* (General principles for planning education in Chile), 1961. Report of a special commission of the Supervisory Board of Public Education with the co-operation of the Centre for Economic Planning.

Curso de Planificación. Programa 1964/65 (Programme for the 1964/65 planning course)

Memoria de Actividades 1962/63 (Summary of activities 1962/63)

COLOMBIA

UNIVERSITY OF THE ANDES CENTRE FOR STUDIES IN ECONOMIC DEVELOPMENT (UNIVERSIDAD DE LOS ANDES. CENTRO DE ESTUDIOS SOBRE DESARROLLO ECONOMICO - CEDE)

Calle 18A, Carrera la Este, Bogotá
Telephone: 430-295
Cable address: UNIANDES

Director: Jorge Ruiz Lara
Assistant Director: Francisco J. Ortega

The Centre was established in 1958 by the Rector of the University of the Andes with a grant from the Rockefeller Foundation. Its functions are to undertake research on aspects of the Colombian economy and to train students for research. The Centre also provides financial assistance to enable graduates in economics to undertake post-graduate study abroad. Grants for this purpose are made available by the Rockefeller Foundation, the Ford Foundation etc. The Centre is financed through funds received from research which is carried out under contract with different organizations.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

A study on educational costs and returns in Colombia was completed in July 1964 with Ford Foundation support. The purpose of the study was to calculate individual returns from educational investment by level of education and sex. An examination was also made of the effect of education costs on family budgets and certain correlation studies are to be undertaken. Research worker responsible: Guillermo Franco.

PUBLICATIONS

CEDE Publications

Franco, Guillermo. Costos y Rendimientos de la Educación en Colombia (Educational costs and returns in Colombia). Undertaken with Ford Foundation support. To be published in 1964.

Publications of CEDE Members

Franco, Guillermo. Algunos Aspectos de la Universidad Colombiana (Some aspects of the Colombian university). Working document for Dr. Jaime Samper, 1960.

Ruiz Lara, Jorge. "Comentarios Críticos sobre los Aspectos del Informe Lebret" (Some critical observations on the Lebret Report). Revista de la Universidad de los Andes March, 1959

La Enseñanza Universitaria de las Ciencias Económicas en Colombia (The teaching of economics in Colombian universities). Memorandum, Colombian Society of Economists, First National Congress, June 1958.

These and other publications may be obtained on an exchange basis or on direct payment, by writing to the Centre.

CZECHOSLOVAKIA

CZECHOSLOVAK ACADEMY OF SCIENCES
INSTITUTE OF ECONOMICS
(EKONOMICKY USTAV CSAV)

Prague 1, Politických Vězňů 7
Telephone: 23-02-66, 23-05-51, 23-02-29

Director: Ota Šik
Deputy Director: Jiří Karlík

Established in 1953, the Institute is financed by the Czechoslovak Academy of Sciences and controlled by the Scientific Council for Economics of the same organization (Chairman: Ota Šik, scientific secretary: Jan Auerhan). Its objective is basic research in the field of economics.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

A project is underway on manpower and education in Czechoslovakia over the next 20 years. Main objectives are to examine: long-term changes in the sectoral, occupational and educational structure of the labour force; factors influencing changes in the structure of the labour force; methods of long-term planning for human resource development; the role of education in economic development; educational targets in Czechoslovakia for the next 20 years. Expected date of completion: end of 1965. Head of research group: Jan Auerhan.

PUBLICATIONS

Auerhan, J. Kvalifikace jako ekonomická kategorie (Skilled labour as a notion of economic theory), Institute of Economics, Progress Report, 1963, mimeographed

Auerhan, J. Metody zjišťování perspektivní potřeby rozvoje vzdělání (Methods of assessing educational targets), Institute of Economics, Progress Report, 1963, mimeographed

Auerhan, J. Industrialization and the Development of Human Resources, University of East Africa Conferences on Public Policy 1963/64, "Federation and its problems", Nairobi, 24-30 November 1963, mimeographed

Levčik, B., Kociánová, H. "Education and Qualifications of Workers", Czechoslovak Trade Unions, No. 5, 1964

Levčik, B., Kociánová, H. Kvalifikace inženýrsko-technických pracovníků v hlavních průmyslových odvětvích vyspělých průmyslových zemí (The educational level of engineers and technicians in principal industries of the highly-industrialized countries), UTEIN 1962, SIVO 144, mimeographed

Leiferová, S., Levčik, B., Kociánová, H. Příprava odborných kádrů v NDR (Vocational education in the German Democratic Republic), UTEIN 1961, SIVO 64-10, mimeographed

Kociánová, H., Levčík, B. Srovnání vývoje a stavu kvalifikovaných kádrů v CSSR a některých průmyslově vyspělých zemích (Skilled manpower in Czechoslovakia and some other highly-industrialized countries), UTEIN 1962, SIVO 237, mimeographed

Soukup, J., Levčík, B. Technický dorost v NSR (Technical education in the Federal Republic of Germany), UTEIN 1960, RVT-2-1960

Soukup, J., Levčik, B. Přírodovědecké a technické kádry ve Velké Britanii se stručným srovnáním s CSSR (Scientists and engineers in Great Britain as compared with Czechoslovakia), UTEIN 1961, PRVT 3

Hrčková, J., Levčík, B., Kociánová, H., Zima, J. Odborné kádry v SSSR (Professional manpower in the USSR), UTEIN 1961, PRVT 1

Pádevět, K. "Podnikové technické školy a instituty" (In-service training schemes) Technická práce, No. 11, 1962

There are in addition two economic high schools (university level), one situated in Prague and the other in Bratislava, which undertake research and training in educational planning:

School of Economics (Vysoká Skolá Ekonomická), Bratislava, Palisády

School of Economics (Vysoká Skolá Ekonomická), Prague 3, nám G. Klimenta 4

Research on pedagogical aspects of educational development in Czechoslovakia is distributed between a number of institutes, notably the following:

THE CZECHOSLOVAK ACADEMY OF SCIENCES, PRAGUE
COMENIUS PEDAGOGICAL INSTITUTE
(PEDAGOGICKY INSTITUT J. A. KOMENSKEHO CSAV)
Prague 1, Mikulandská 5

Director: Joseph Váňa

Responsible for co-ordinating all research undertaken in Czechoslovakia relating to pedagogy and psychology. The Institute itself is at present investigating fundamental problems of pedagogical theory (the needs of society, the objectives of education, etc.), the efficacity of education (programmed learning, teaching machines, methods of pedagogical diagnostics, modern concepts of teaching mathematics, physics, languages, etc.)

INSTITUTE OF PEDAGOGICAL RESEARCH
(VYZKUMNY USTAV PEDAGOGICKY)
Prague 1, Mikulandská 5

Director: Miroslav Cipro

Concerned with pedagogical research relating to the general school system including pre-school and informal education. Research activities include the investigation of new techniques. The Institute is co-operating with other organizations in an examination of the whole structure of school organization in Czechoslovakia, as part of the State research plan. The project is expected to be completed at the end of 1966.

INSTITUTE OF PEDAGOGICAL RESEARCH
(VYZKUMNY USTAV PEDAGOGICKY)
Bratislava, Suvorova ul. 16

Director: Ján Kotoč

Principal objectives are pedagogical and related research with special reference to education in Slovakia (Slovak, Hungarian and Ukranian speaking schools). The Institute also has certain training functions.

Research projects planned between 1964 and 1970 include investigation in a number of fields: the educational system in general; psychological conditions for improving teaching efficiency; the aims, content, conditions, forms and methods of educational organization in different types of school; education in minority technical schools; the influence of modern pedagogical requirements in school location and equipment.

INSTITUTE FOR RESEARCH IN VOCATIONAL EDUCATION
(VYZKUMNY USTAV ODBORNEHO SKOLSTVI)
Maltézské náměsti 1, Prague 1 - Malá strana

Director: Antonín Boháč

Responsible for the study of pedagogical problems relating to vocational education. Research projects have been undertaken on: the influence of technological development on the nature and extent of vocational training; the relationship between general and vocational education; the efficacity of new teaching methods, etc.

INSTITUTE FOR ADULT EDUCATION
(OSVETOVY USTAV V PRAZE)
Blanická ǔl. c4, Prague 2

Director: Jaroslav Kříž

A central Institute of the Ministry of Education concerned with adult education and the sociology of culture.

UNIVERSITY OF 17 NOVEMBER
(UNIVERSITA 17 LISTOPADU)

Prague 1, Gorkého nám.26
Telephone: 23-16-16
Cable address: Universita 17 listopadu, Praha 1

Rector: Jaroslav Martinic
Dean of the Faculty of Social Sciences: Miloš Kaláb

Principal staff concerned with training in educational planning: Mrs. Marie Kotíková (Head of the Department of Educational Planning), Jaroslav Kolářík, František Kopecký

The Department of Educational Planning of the University of 17 November was established in 1962 within the Faculty of Social Sciences to train specialists from the developing countries. Close co-operation is maintained between the three regular members of the staff and specialists from other departments of the University and from different establishments and higher educational institutions in Czechoslovakia who assist in preparing and revising programmes, carry out teaching functions, etc.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

The Department organizes courses at two levels:

1. A three-year course conducted in English and in French for persons with a full secondary education. In addition to basic subjects, the programme includes: the history of educational concepts and institutions; general and evolutionary psychology; selected aspects of educational science; principles of contemporary educational systems; principal problems of organization, management and administration of education and culture; planning and financing of education and culture, school statistics; organization of health services and physical education for youth.

2. A one-year course for persons with higher education who have had some experience in education, in a branch of economic activity or in public administration. The programme is organized according to the educational level of each group of students accepted but is centred round the following general themes: the principles of interaction between education and economic and social development and suitable methods of co-ordination; quantitative

and qualitative aspects of educational development: problems and possible solutions; principles and techniques of educational administration and financing; practical exercises.

The University intends to organize from 1965 short courses of one to two months and training sessions of two to three weeks on special aspects of educational planning. These will be designed for educational planners, inspectors and administrators from developing countries wishing to improve their knowledge or to become acquainted with principles and methods of planning education in Czechoslovakia.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

A project on general educational planning in Czechoslovakia is being carried out by Marie Kotíková and Jaroslav Kolářík. Expected date of completion - 1966.

PUBLICATIONS

From 1965 a pedagogical review Comenius will be published quarterly by the University. Information will be contained in it on research undertaken by the Department of Educational Planning.

FRANCE

CENTRE FOR RESEARCH ON THE ECONOMICS OF EDUCATION (CENTRE DE RECHERCHES SUR L'ECONOMIE DE L'EDUCATION)

11 rue du Petit-Pont, Paris 5e

Principal staff: A. Piatier (Ecole Pratique des Hautes Etudes), J. Cl. Eicher (Faculty of Law and Economic Science, University of Dijon)

The Centre is attached to the Ecole Pratique des Hautes Etudes at the Sorbonne (Direction d'Etudes "Observation Economique") and to the Institut de Recherche des Techniques Economiques Modernes.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

The following projects, undertaken with the co-operation of outside organizations, are included in the research programme:

The cost of education: expenses borne by the family; cost per child; analysis of different public budgets;

Educational returns: survey of careers in engineering; survey of the Grandes Ecoles; survey of University Faculties (location, points of attraction).

ECONOMIC AND SOCIAL DEVELOPMENT RESEARCH AGENCY (SOCIETE D'ETUDES POUR LE DEVELOPPEMENT ECONOMIQUE ET SOCIAL - SEDES)

67, rue de Lille, Paris 7e
Telephone: BABylone 25-46
Cable address: SEDECSOC

President and Chairman: F. Bloch-Lainé
Director General: René Mercier
Technical Advisors: Mr. Combier, Mr. Klatzmann, Mr. André Mercier, Mr. Merlin
Executive Secretary: Claude Martin

Studies on educational development abroad: Marc Botti

A private society founded in 1958 by four of the principal French financial institutions to contribute through its activities to social and economic development. At the request of different public and private bodies, in France and abroad, SEDES undertakes economic and sociological studies, prepares programmes for exploitation of resources and for equipment and supervises, in an advisory capacity, the implementation of programmes and projects. The work of SEDES includes the investigation of individual projects, the study of co-ordinated programmes for a particular sector or region and the preparation of development plans for a whole country. Activities cover the traditional economic sectors: agriculture, industry, commerce and transport, and are also concerned with social questions, general plans and national accounting, regional and urban development and statistical surveys.

The Agency is financed from the work which it is invited to undertake.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

The following studies have been completed:

Educational development in Upper Volta (for the Government of the Upper Volta);

The training of staff in Mauritania (for the Ministère de la Coopération in France);

Educational development in Niger (for the Ministère de la Coopération in France);

Educational development in Chad (for the Ministère de la Coopération in France);

Educational development in Dahomey (for the Ministère de la Coopération in France).

A project for an educational development plan in Mauritania is currently in progress.

These studies aim to provide realistic solutions to the problem of planning educational development, on the basis of available data (social, economic, financial, administrative, pedagogical) and probable trends, and after examination of the different possibilities of extending existing educational systems.

INSTITUTE FOR THE STUDY OF ECONOMIC AND SOCIAL DEVELOPMENT (INSTITUT D'ETUDE DU DEVELOPPEMENT ECONOMIQUE ET SOCIAL)

58 Boulevard Arago, Paris 13e
Telephone: GOBelins 28-01, GOBelins 38-16

Director: Francois Perroux (Professor, Collège de France)

Principal staff concerned with educational planning: Michel Debeauvais (Director of Research, educational planning), Lê Thanh Khôi (Assistant to Director of Research)

The Institute was established in 1957 and is attached to the University of Paris. Its function is to promote study and research on economic, social, financial, legal, administrative and other problems in the present-day context of the developing countries, and to provide training relevant to this field.

The Council of Administration of the Institute is presided over by the Rector of the Paris Academy. Funds are provided by a grant from the Ministry of National Education.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

The third and most advanced course offered by the Institute is based on a series of seminars comprising an average of 12 to 15 sessions each, one of which, directed by Michel Debeauvais, is devoted to human resource planning. This seminar investigates the following questions: theoretical problems: the relationship between educational development and economic growth; educational planning: analysis of seven educational plans, according to common criteria; estimation of manpower requirements; integration of educational plans with economic planning; educational reform; administrative problems; problems of finance. Candidates for the third course are required to have a degree.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Study Group in Educational Planning

The group was created in 1961. Directed by Michel Debeauvais, assisted by Lê Thanh Khôi, it is composed of research workers from the Institute, French trainees and trainees from abroad. The following publications are among those resulting from the work of the group:

"Colloque international sur la planification de l'éducation et ses problèmes économiques et sociaux (International conference on educational planning and related economic and social problems), Tiers-Monde No. 1, 2, January-June 1960

A report on one of the first international conferences on educational planning, organized by the Institute with the co-operation of Unesco in December 1959.

Les aspects économiques de la planification de l'éducation en liaison avec le développement économique et social (The economic aspects of educational planning as linked to economic and social development), Addis Ababa, UN Economic and Social Council, Economic Commission for Africa, E/CN 14/ESD/20, 12 January 1962, 35 pp. and appendix

The development of concepts related to educational planning is retraced and current problems examined.

"Les relations de l'alphabétisation et du développement économique" (The relationship between literacy and economic development), July 1962, 34 pp., roneotyped, published in Etudes Tiers-Monde, 1964

Study of the economic and social factors of the struggle against illiteracy. Estimation of the cost of a world literacy campaign designed to cover two-thirds of the illiterate population during the Development Decade.

Perspectiva de desarrollo educativo en 19 paises Latinoamericanos, 1960-1970 (Perspectives for educational development in 19 Latin American countries, 1960-1970), Washington D.C., Organisation of American States, January 1963, 165 pp. plus 124 pp. appendices, offset (no longer available)

An attempt to determine the possibilities of educational development in Latin America and the costs involved.

Debauvais, Michel; Pillet, Jacqueline; Maes, Pierre; Panayotakis, Nicolas. L'éducation de la population française et son évolution de 1850 à 1980 (The education of the French population and its evolution 1850-1980)

A new method of calculating educational stocks.

"Problèmes de planification de l'éducation" (Problems of educational planning) Etudes Tiers-Monde, 1964

Lê Thanh Khôi. Le role de l'éducation dans le passage de l'économie de subsistance à l'économie de marché: l'Afrique tropicale d'expression française (The role of education in the transition from the subsistence economy to the market economy: French Tropical Africa), 1964, 102 pp., bibliography, 45 pp.

An attempt to analyse the extent to which educational development has contributed toward the development of the market economy in Tropical Africa.

Détermination des objectifs dans la planification régionale de l'éducation (Setting objectives in regional educational planning), document prepared for the Regional Technical Assistance seminar on investment in education, Bangkok, 1964

A variant of the Karachi plan, for achieving the 1980 target of full enrolment with considerable reduction in unit costs.

The journal of the Institute for Economic and Social Development, Tiers-Monde, appears quarterly. For information on publications apply direct to the Institute.

INTERNATIONAL TRAINING AND RESEARCH CENTRE FOR DEVELOPMENT (INSTITUT INTERNATIONAL DE RECHERCHE ET DE FORMATION EN VUE DU DEVELOPPEMENT HARMONISE - IRFED

262 rue Saint-Honoré, Paris ler
Telephone: OPEra 69-30

Director General: L. J. Lebret
Director: P. Borel

Principal staff concerned with educational planning: N. Bodart (Director of Studies), M. Egly, M. Lengrand, M. Malassis, F. Desbruyères

A non-profit-making association founded in 1958. The objects of the Institute are: to bring the problem of development to the attention of the public; to perfect and compare development methods and techniques; to train high-level staff for the developing countries; and to study and prepare development plans.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

An eight-months ' course, conducted in French, is held annually from October to June and aims to provide a practical and intensive training for persons concerned with development. Candidates are required to have a degree although in certain cases capable persons with practical experience may be accepted without meeting the normal educational requirements. Number of participants: 70. Trainees are divided into five separate groups, each one consisting of a maximum of 20 persons and concentrating on a particular specialization, one of which is educational planning.

Programme: educational planning;

The stages of educational planning; general methods;

The manpower approach; estimation of the present educational level; education and labour statistics;

Manpower projections; the study of labour elasticity and productivity of labour; comparison with foreign trends and use of scale models;

Forecasting the future educational system; estimation of future failure rates; investment and regionalization; incentives; teacher-training;

Demographic pressure; social constraints; the democratization of education and pedagogical requirements; the preservation of cultural values;

The role of adult education in educational planning; evaluation of the productivity of (1) the work of the teacher and (2) audio-visual aids;

Seminars are held on the French, Turkish and Italian educational plans and on Tinbergen's econometric model.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Preparatory studies on education were conducted jointly with the Compagnie d'études industrielles et d'aménagement du territoire (CINAM), in connection with the Senegalese National Plan. Studies have also been undertaken on education and the standard of living in Colombia, Vietnam, Lebanon and Brazil. A mission on long-term educational planning in Senegal is at present in operation and expects to complete its work by May 1965.

PUBLICATIONS

Besoins et possibilités de développement du Liban (Needs and prospects of development in Lebanon)

Estudio sobre las condiciones del desarrollo de Colombia (Study of development conditions in Colombia)

Lebret, P. Dynamique concrète du développement (A perspective for positive development)

The studies on Vietnam and Senegal may be consulted at the Institute's documentation centre, 29 place du Marché, Saint-Honoré, Paris ler.

The Institute's journal Développement et Civilisations is published quarterly.

NATIONAL INSTITUTE FOR DEMOGRAPHIC STUDIES (INSTITUT NATIONAL D'ETUDES DEMOGRAPHIQUES - INED)

23-25 Avenue Franklin D. Roosevelt, Paris 8e
Telephone: BALzac 15-80, BALzac 40-90

Director: Jean Bourgeois-Pichat

Principal staff concerned with educational planning: Alain Girard, Jean Fourastié, Claude Vimont, Leon Tabah

A State organization founded in 1945 and responsible to the Minister of Public Health and Population. The function of the Institute is to study the quantitative and qualitative aspects of population problems from the standpoint both of the causes and of the consequences of such problems; a task which involves basic and applied research in a field where inter-disciplinary study is essential.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

The Institute does not itself provide any academic teaching but students of French and foreign nationality are accepted for different periods and associated with the work of the research teams. This may be combined with attendance at courses in demography offered by the University of Paris and other outside institutions, which are in many cases given by Institute staff.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Surveys and studies have been conducted by INED on questions related to educational development and to the professional structure of the active population.

The school and university population

A number of surveys conducted by the Institute in 1953, 1954 and 1955 showed the importance of social background in choice of study above the primary level. In 1962 and 1963 a further survey was undertaken on entrance to secondary schools and the democratization of education which again emphasized the influence of the cultural and educational situation of the family on the access of children to secondary education. Several other projects of INED are concerned with the same problem.

Further studies include an investigation of factors in professional success which contains an analysis of the careers of students from four of the "grandes écoles". A survey of the intellectual level of school-age children has also been made.

The active population

A study was published in 1963 on the structure of the active population in 1975 according to qualification, for the three sectors. This was followed in 1964 by a further breakdown for 21 different branches. Research is also in progress on problems of job mobility and the relationship between education and employment.

Population studies of the developing countries

The demographic factor in development has been treated from several angles. The implication of population increase for the education system has been studied for various countries.

PUBLICATIONS

Results of research and surveys are published in the journal of the Institute, Population, which appears quarterly..

"Enquête nationale sur l'entrée en 6^{e} et la démocratisation de l'enseignement" (National survey on access to the sixth grade (first class of secondary school) and the democratisation of education), Population, No. 1, 1963

"La stratification sociale et la démocratisation de l'enseignement" (Social stratification and the democratisation of education), Population, No. 3, 1963

"Etude sur la démocratisation de l'enseignement - l'origine sociale des élèves des classes de 6^{e}. Résultat d'une enquète dans l'academie de Bordeaux" (A study of democratisation in education - the social origins of sixth grade pupils (first class of secondary school). Results of a survey conducted in the Academy of Bordeaux), Population, No. 1, 1962

"Image de la population active en 1975 selon le niveau de qualification" (A view of the active population in 1975 by level of qualification), Population, No. 4, 1963

"Perspectives sur la population active française par qualification en 1975" (Perspectives for the active population in France by qualification in 1975), Population, No. 1, 1964

"Les années scolaires perdues" (Wasted school years), Population, No. 3, 1963

"Croissance démographique et instruction dans les pays en voie de développement" (Demographic increase and education in developing countries), Population, No. 4, 1960

Studies are also published in the series Cahiers de Travaux et Documents:

Le niveau intellectuel des enfants d'âge scolaire (The intellectual level of school-age children), No. 13, 1950

Le niveau intellectuel des enfants d'âge scolaire. La détermination des aptitudes. L'influence des facteurs constitutionnels, familiaux et sociaux (The intellectual level of school-age children. Aptitude determination. The influence of constitutional, family and social factors), No. 23, 1954

La réussite sociale en France (Professional success in France), No. 38, 1963

Results of research work further appear in the series Ouvrages hors Collection.

Information on publications may be obtained on application to the Institute.

NATIONAL PEDAGOGICAL INSTITUTE
DEPARTMENT OF PEDAGOGICAL RESEARCH
(INSTITUT PEDAGOGIQUE NATIONAL
DEPARTEMENT DE LA RECHERCHE PEDAGOGIQUE)

29 rue d'Ulm, Paris 5e
Telephone: ODEon 76-50, DANton 14-90

Director: Roger Gal

The National Pedagogical Institute is attached to the Ministry of National Education and financed from public funds. The functions of its Department of Pedagogical Research are to undertake study on different aspects of the educational system and to propose means of improving its efficacity. The activities of the Institute vary widely: research and surveys are organized in experimental schools; a plan for educational development in relation to economic and social progress has been prepared for the Upper Volta; training sessions are organized for African and French teachers; parallel experiments in programmed teaching have been arranged in Africa and France.

The Department is sub-divided into three sections:

THE CENTRAL RESEARCH SERVICE
(SERVICE CENTRAL DE LA RECHERCHE)

The Section conducts research and surveys at the national level. It is assisted by the regional centres of the National Pedagogical Institute which carry out their own independent programmes including research.

SERVICE FOR PEDAGOGICAL STUDY AND RESEARCH FOR THE DEVELOPING COUNTRIES
(SERVICE D'ETUDES ET DE RECHERCHES PEDAGOGIQUES POUR LES PAYS EN VOIE DE DEVELOPPEMENT)

60 boulevard du Lycée, Vanves (Seine)

Director: R. Gineste

Attention is focused on the French-speaking African countries for which the Service provides documentary and information services in addition to training teaching staff and conducting research on pedagogical problems and on African history, sociology and linguistics.

The Section has co-operated in research towards pedagogical improvement as recommended in plans for educational development, and has undertaken studies on the adaptation of programmes, curricula and textbooks to the needs of Africa south of the Sahara. Literacy programmes for broadcasting are organized and reading material prepared for new literates. Special projects undertaken in this field include a study on television as a means of achieving literacy (Ivory Coast) and the preparation of a literacy method for the nomad population of the Sahara. The Service also carries out research on audio-visual aids for developing countries.

BUREAU OF STUDY AND CO-ORDINATION FOR FRENCH TEACHING THROUGHOUT THE WORLD (BUREAU D'ETUDES ET DE LIAISON POUR L'ENSEIGNEMENT DU FRANCAIS DANS LE MONDE)

The Bureau, which is directed by Mr. Capelle, trains teachers of French working abroad and provides them with documentation. It also undertakes research on methods and material for French teaching.

PUBLICATIONS

Le Courrier de la Recherche pédagogique (Courrier of pedagogical research)

Coopération pédagogique (Pedagogical co-operation)

Documentation pédagogique africaine (African pedagogical documentation)

The Institute has produced and co-operated in the preparation of numerous publications.

Publications may be obtained from the Services described above or from the Service d'Edition et de Vente des Publications de l'Education Nationale, 13 rue du Four, Paris 7e.

UNIVERSITY BUREAU OF SCHOOL AND VOCATIONAL STATISTICS AND DOCUMENTATION
(BUREAU UNIVERSITAIRE DE STATISTIQUE ET DE DOCUMENTATION SCOLAIRES ET PROFESSIONNELLES)

29 rue d'Ulm, Paris 5e
Telephone: ODEon 76-50

Director: A. Rosier

Originally established in 1932 and reorganized in 1954, the Bureau is a public institution under the Ministry of National Education. Its principal function is to provide information to assist young people in their choice of study, at the higher and post-secondary level, and in deciding on their future professional activitiy. Certain studies undertaken in this connection are of relevance to educational planning. Activities are distributed between four main departments: the statistics service, the documentation service, the survey and publications service and the vocational guidance service.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Studies are conducted in three main areas:

The Bureau investigates the nature of professions in the different sectors, their development prospects and means of recruitment. Surveys have been made, for example, of the engineering and medical professions, agriculture and professions for women.

Research is undertaken to determine career prospects for graduates of different disciplines. The relationship between qualification and employment has been examined and studies have been undertaken on subjects such as the professional activities of law students.

The Bureau participates in the work of government planning agencies. Long-term projections have been made of the numbers of students in higher education, and the absorption of pupils into the different specializations at the secondary level has been investigated. Surveys have also been conducted on the social origin of students.

FEDERAL REPUBLIC OF GERMANY

ARNOLD BERGSTRAESSER INSTITUTE FOR SOCIO-POLITICAL RESEARCH (ARNOLD BERGSTRAESSER INSTITUT FÜR KULTURWISSENSCHAFTLICHE FORSCHUNG)

Erbprinzenstrasse 18, 78 Freiburg im Breisgau
Telephone: 3-45-88

Director: Dieter Oberndörfer (Head, the Department of Political Science, University of Freiburg)
Assistant Directors: Franz von Hildebrand, Hans N. Weiler

Chairman of study group on educational planning: Theodor Hanf, Hans N. Weiler

A private research institute founded in 1960 and financed largely from public funds with additional grants from foundations and other private sources. It is independent of the University of Freiburg but works in close co-operation with various of its departments. The principal function of the Institute is to undertake research into problems of social and political change in Africa, Asia and Latin America on an interdisciplinary and comparative basis. In addition, training facilities are provided with particular emphasis on the specific problems of developing countries.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

No training activities proper have yet been organized by the Institute but a permanent study group has been set up to discuss special aspects of educational planning. The group meets weekly and is open to Institute staff members. Discussion is in German.

The main objective of this group, which has been functioning for a year, has been to provide a comprehensive introduction to educational planning. A number of plans have been analysed and discussed, special consideration being given to the OECD Mediterranean Regional Project and planning efforts in certain African and Latin American countries. Recently a special course was conducted in the economics of education. A systematic analysis of non-economic factors in educational planning is proposed for the near future. The study group has closely co-operated in a seminar on educational planning run by the Institute for Applied Economic Research of the University of Basle.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

The following projects in the field of educational planning have been completed or are in progress:

The educational system in Poland (Viola Hammetter). Completed in 1964;

US projects for community development and social education in Central America (Ulrich Köhler). To be completed in 1965;

The role of protestant missions in the development of a modern educational system in Tanganyika (Johanna Eggert). To be completed in 1965;

The political and social role of the educational system in modern Tunisia (Wolfgang Freund). To be completed in early 1965;

The development of social education in Ghana (Hans N. Weiler). To be completed in October 1964;

The "question scolaire" in Lebanon - social and political implications of education in Lebanon, with special regard to the chances of a development-orientated educational policy (Theodor Hanf). To be completed in August 1964;

The role of human resource development in the emergence of post-war Japan (Heinz Schütte). To be completed in 1965;

Studies in the principles and techniques of adult education in Costa Rica (Ulrich Fanger). To be completed in 1965;

The social relevance of technical education in Mexico (Christian Nitschke). To be completed in December 1964;

Patterns and institutions for civic education in Chile, Peru, Brazil, Paraguay, Uruguay, Bolivia, Venezuela, Colombia (under the supervision of Franz von Hildebrand and Christian Nitschke). To be completed in 1965;

Changes of structure and curriculum in primary and secondary education in Chile, Brazil, Peru and Colombia (under the supervision of Franz von Hildebrand and Christian Nitschke). To be completed in 1965;

Inventory of educational plans in developing countries (under the supervision of Hans Weiler). To be completed in 1965;

Analysis of higher education in Iran (directed by Theodor Hanf). To be completed in 1965.

PUBLICATIONS

Kindermann, Gottfried-Karl, ed. Kulturen im Umbruch (Cultures in revolution), Freiburg, Rombach & Co., 1962, Contains articles on education in India, Pakistan, Israel, Turkey and Sudan

von Schwerin, Sybille. Das Erziehungswesen in Israel - ein dokumentarischer Bericht (Education in Israel - a documentary account), Freiburg, Arnold Bergstraesser Institute for Socio-Political Research, 1962

Evers, Hans-Dieter, et al. Das Erziehungswesen in Ceylon, Israel und Nigeria - eine bibliographie (Education in Ceylon, Israel and Nigeria - a bibliography), Freiburg, Arnold Bergstraesser Institute for Socio-Political Research, 1962 (out of print)

Weiler, Hans N., et al. Erziehungswesen im sozialen Wandel (Education in social change), Freiburg, Rombach & Co., 1962

Weiler, Hans N. Selected Bibliography on educational planning, Bonn, Deutsche Stiftung für Entwicklungsländer, 1963, mimeographed

Weiler, Hans N. Erziehungswesen und Politik in Nigeria (Education and politics in Nigeria) (bilingual), Freiburg, Rombach & Co., 1964

THE MAX-PLANCK SOCIETY INSTITUTE FOR EDUCATIONAL RESEARCH (INSTITUT FÜR BILDUNGSFORSCHUNG IN DER MAX-PLANCK GESELLSCHAFT)

1 Berlin 31, Blissestr. 2-6

Director: **Hellmut Becker**

Principal staff: S. B. Robinsohn (Head of the Department of Pedagogics), D. Goldschmidt (Head of the Department of Sociology), F. Edding (Head of the Department of Economics)

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

The three main areas of research correspond to the three departments of the Institute and are concerned with the pedagogical, sociological and economic aspects of education respectively. It is planned to add later a department to deal with the legal and administrative side of education.

Each department has a separate research programme in addition to interdepartmental activities. Studies have been initiated on the following themes:

Methodology of forecasting and planning;

Methods of selection;

International comparison of changes in the structure of education systems;

Problems of teacher-training and the teaching profession;

Drop-outs in higher education;

Financing and costing of education.

UNIVERSITY OF THE SAAR
RESEARCH CENTRE ON THE ROLE OF EDUCATION IN SOCIAL DEVELOPMENT
(FORSCHUNGSSTELLE FÜR ENTWICKLUNGSHILFE - ERZIEHUNGSHILFE AN DER UNIVERSITÄT SAARLANDES)

66 Saarbrücken 15
Telephone: 2-13-51

Director: Ernest E. Boesch

Principal staff: Diether Breitenbach, Paul Hinderling, Bernward Joerges, Sigrid Paul, Hermann Schönmeier.

A research institute of the University of the Saar established in 1962 and financed by the Ministry of Education of the Saar.

The Centre is responsible for undertaking studies of educational processes and their influence on socio-cultural and economic change in developing countries and for planning and evaluation of educational assistance to the developing countries.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Projects completed:

The role of fundamental education in the Indian Community Development programme;

Methodological problems of follow-up evaluation studies of returned students and trainees.

Projects in progress:

The world campaign against illiteracy: methods and results, with special attention to Unesco efforts in this field. (To be completed in November 1964);

International experience with community development projects. (To be completed in October 1965);

Religion and socio-economic development. (To be completed in December 1965).

The dissemination in rural communities of information on innovation methods particularly as it relates to community development. (To be completed in the summer of 1966).

Projects in the planning stage:

Socio-psychological aspects of food production and consumption in developing countries;

Follow-up evaluation studies of returned students and trainees;

Changes in educational systems of developing countries;

Teaching materials and technical schools in developing countries;

Conflicts between innovation and tradition in small towns in developing countries.

PUBLICATIONS

Results of the above research projects and other relevant material will be published in the two publications series of the Centre: Educational and Social Change and Papers on Cultural Psychology and Educational Assistance. These are to appear in the autumn of 1964 and will be available from the Centre.

A Handbook on Development Policy, of which Ernest Boesch is one of the editors, will be published in 1966.

UNIVERSITY OF TUBINGEN
SEMINAR ON SOCIOLOGY
(SOZIOLOGISCHES SEMINAR DER UNIVERSITÄT TÜBINGEN)

Tübingen, Gartenstrasse 81
Telephone: 71-29-47

Director: Ralf Dahrendorf

Principal staff concerned with educational planning: Hansgert Peisert

An Institute attached to the University of Tübingen. Financed from State funds with some foundation support.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

Seminars on educational planning are conducted as part of the university curriculum.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Principal project: a study on reserves of ability in Germany, to be completed early in 1965.

PUBLICATIONS

Details of publications may be obtained by writing to the above address.

EASTERN GERMANY

THE GERMAN CENTRAL PEDAGOGICAL INSTITUTE (DEUTSCHES PÄDAGOGISCHES ZENTRALINSTITUT)

Berlin C 2, Burgstrasse 27
Telephone: Berlin 42-52-21

Director: Gerhart Neuner

The Institute was founded in 1949 to advance pedagogical knowledge, to contribute practically to the development of education and to train staff for teaching and research.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Projects have been undertaken in the following areas:

Training requirements of the principal sectors of the national economy;

General schools (including polytechnical and vocational training in general schools, and the relationship between general and and specialized education.

Educational content, development trends and the most recent results of research in the national and social sciences;

Economic methods of achieving a high educational and training objective.

PUBLICATIONS

Information on publications may be obtained on request from the Institute.

INDIA

INSTITUTE OF APPLIED MANPOWER RESEARCH

Indian Institute of Public Administration,
Indraprastha Estate, Ring Road, New Delhi, 1
Telephone: 272698
Cable address: MANPOWER

Director: R. A. Gopalaswami

Principal staff: K. N. Sundaram (Chief, Engineering Manpower Survey), S. P. Agarwal (Chief, Area Manpower Survey), S. Krishnaswami Rao (Chief, Medical Manpower Survey)

The Institute was established in 1962 as an autonomous body financed by the Indian Government and the Ford Foundation. Its objects are to advance knowledge of the nature and utilization of human resources in India and to provide a broad perspective of requirements in trained manpower for economic development. The Institute undertakes research and training relative to problems of manpower development, in addition to other activities conducive to the attainment of these objectives.

The Union Home Minister is the President of the Institute, assisted by four vice-presidents, also ministers. The principal controlling body is the General Council, composed of representatives of various government and other bodies. The Executive Council is responsible for the regular activities of the Institute.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Area Manpower Survey

A series of district studies aimed at obtaining a synoptic view of the existing manpower situation and the problems it poses in relation to current demographic, educational and employment factors and their inter-relationship. A pilot survey, of which a report is in preparation, has been conducted in the district of Meerut. Principal research workers: S. P. Agarwal, K. S. Gnanasekaran, P. N. Mathur, Y. S. Yegnaraman, S. Mirchandani.

Manpower Group Survey

A collection of primarily qualitative nationwide studies on certain strictly-defined manpower groups. The initial survey was concerned with engineering manpower but the project is being extended to include two more groups -

medical and managerial manpower. The object is to estimate existing stocks in these sectors, establish forecasts of future demand and undertake other exercises with a view to optimum utilization of these scarce and crucial categories. Principal research workers: Engineering manpower group: K. N. Sundaram, G. C. Beri, R. R. Iyer, H. N. Pandit, S. P. Awasthi, V. S. R. Moorty; Medical manpower group: S. Krishnaswami Rao, R. R. Iyer, S. K. Sinha; Managerial manpower group: B. L. Agarwal.

Ad-hoc Studies

The division responsible for these studies will concentrate on the development of manpower research techniques. Later, it will become a clearing house for information and statistics. Publications prepared by the division include a Fact Book on Manpower which contains information on manpower aspects of demography, employment and education, a report on manpower planning in the USSR and a working paper on Planned Development and Population Growth. In addition to the Director, principal research workers involved in these projects are: V. Srinivasan and Q. U. Khan.

PUBLICATIONS

Area Manpower Survey-Pilot Project Memorandum, I.A.M.R. Working Paper No. 1/1963.

Manpower Group Survey - First Round - Engineering Manpower Survey - Preliminary General Survey Memorandum, I.A.M.R. Working Paper No. 2/1963.

Ad-Hoc Manpower Study No. 1 - Study on the Training of Skilled Craftsmen, Working Papers - Volume I; I.A.M.R. Working Paper No. 3/1963.

Planned Development and Population Growth, I.A.M.R. Working Paper No. 4/1963.

Planned Encadrement - Recruitment, Education, Training and Employment of Engineering Manpower for Hindustan Steel Ltd., I.A.M.R. Working Paper No. 5/1963.

Stocktaking of Engineering Personnel, I.A.M.R. Working Paper No. 6/1963.

Engineering Manpower: Analytical Review of Demand Forecast Methodology and Provisional Forecast of Growth, I.A.M.R. Working Paper No. 7/1963.

Fact Book on Manpower, I.A.M.R. Report No. 1/1963.

Manpower Planning in USSR, I.A.M.R. Report No. 2/1963.

Information on publications may be obtained from the Institute.

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

16 Ring Road, Indraprastha Estate, New Delhi
Telephone: 27-25-20
Cable address: EDUSEARCH

Joint Director: Raja Roy Singh
Secretary: P. N. Natu

Created in 1961, the National Council for Educational Research and Training undertakes and promotes research in education; organizes training, mainly at the advanced level, disseminates information on improved techniques and practices and organizes studies and national surveys on educational matters.

The Council is financed principally from government grants. Its Governing Board is presided over by the Minister of Education. The National Institute of Education, of which the departments were formed largely from the amalgamation of a number of existing Institutes, is the main agency of the Council.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

NATIONAL INSTITUTE OF EDUCATION

Selected Projects

Department of Psychological Foundations

Identification of talent in elementary and secondary schools

The objects of the project are: to identify criteria for locating talent; to develop tools for identifying talent; and to study the social and cultural factors associated with talent.

The socio-economic background of candidates for the higher secondary examination (Delhi Board)

An analysis is being made of the social and economic background of 900 pupils entering for the examination and their achievement scores in a group intelligence test.

Department of Basic and Elementary Education (National Institute of Basic Education

A pilot study of the elementary school teacher

The study is divided into seven sub-studies: analysis of the work and functions of elementary teachers; the academic and professional qualifications of elementary teachers; the teacher's perception of his duties and functions; the socio-economic conditions of teachers; job satisfaction; areas in which teachers feel the need of help from outside agencies; attitudes towards teaching.

Division of Extension and Field Services (Directorate of Extension Programmes for Secondary Education)

A survey of secondary schools in India

General objectives: the pattern of expenditure of secondary schools of different sizes; costs involved in relation to facilities, variety of subjects offered and teaching staff; sources of income of non-government schools and development trends; average per pupil costs in secondary schools of different types and sizes; difference in the cost of secondary education between different States and Territories; school enrolment in relation to welfare and guidance facilities; organization of secondary schools with regard to recruitment of teachers; the teaching load and amenities offered.

Department of Fundamental Education (National Fundamental Education Centre)

A study of the problem of relapse into illiteracy

An attempt is to be made to identify the causes of this problem and to develop means of remedying it.

A study of factors influencing literacy increase in Delhi

The study will attempt to discover whether a correlation exists between the level of literacy in an area and factors such as agricultural productivity, health, etc.

Department of Educational Administration

Wastage in primary, middle and secondary schools in India

The project, which is nearly completed, aims to identify the causes of wastage so that measures for improvement might be devised.

A study of educational costs in India during 1951-61

The object of the study is to investigate questions such as trends in educational expenditure; the rate of increase of educational expenditure and its relationship to the growth of the national income; systems of financing education and the effect on educational development. An attempt will be made on the basis of this study, which is in its preliminary stage, to prepare a forecast of the probable development of educational finance in the country.

ITALY

CENTRE FOR STUDIES IN SOCIAL INVESTMENT (CENTRO STUDI INVESTIMENTI SOCIALI - CENCIS)

Piazza dell'Orologio no. 7, Rome
Telephone: 657141, 657142, 657143
Cable address: CENCIS

Chairman: Luigi Morandi
Managing Director: Giuseppe De Rita

Principal staff concerned with educational planning: G. Martinoli (General Consultant), P. Longo (responsible for educational planning activities), G. Medusa, A. Ruberto, G. Rufo, A. Valentini, E. Vollono.

A private, non-profit-making organization established in January 1964 under the sponsorship of SVIMEZ (Association for the Industrial Development of Southern Italy), as a continuation of the former Sociological Section of this organization, to contribute to the advancement and dissemination of theoretical and practical knowledge in the field of social investment. It is financed through the studies undertaken by it for different public and private organizations having a direct interest in problems of educational planning and social development.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

A one-month course on the problems of educational planning in Italy will be held twice yearly, in April and October, for trainees from the emerging countries. The first course, organized for Unesco fellows, took place from 16 April to 15 May 1964. It aimed to provide participants with a comprehensive picture of the current Italian economic, social and educational conditions, complemented by a critical analysis of the methodology and means adopted in the solution of educational planning issues in Italy, so as to present a useful approach to similar problems encountered in the countries of the participants. Content:

1. Italian economic policies since the war and their influence on the educational structure. 2. The problem of training managerial staff in the light of present day development. 3. Methodologies for long-term forecasting of employment, national income and productivity. 4. Methodologies of long-term forecasting of educational facilities. 5. Special problems of training managerial and intermediate staff in (a) agriculture, (b) industry and (c) services. 6. The role of non-

formal education. 7. Recruitment and training of teachers. 8. Distribution of educational investment. 9. Technical and administrative problems of school construction. 10. Financial aspects of educational planning.

Entrance requirements have not yet been established, the first course having been organized for Unesco fellows. In the future, trainees from other organizations or individuals having an interest in human resource development and educational planning may also participate. The official language is French.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

School Programming Section

School development in Italy over the next five years (1965/66 - 1969/70) and selection of means for achieving planned targets;

Supply and demand for qualified personnel at different levels and the role of the Italian school during the next five years (1965/66 - 1969/70);

School construction: global requirements and organizational aspects of government action.

Vocational Training Section

Expansion and development of studies undertaken in Italy on vocational training;

Preparation of material on the economic and social aspects of labour in Southern Italy;

Development of extension services in agriculture: current problems; training activities required.

A third section is concerned with planning scientific research.

PUBLICATIONS

The following publications were prepared by the Sociological Section of SVIMEZ. They may be obtained directly from this organization.

SVIMEZ. Mutamenti della struttura professionale e ruolo della scuola - Previsioni per il prossimo quindicennio (Trained manpower requirements for the economic development of Italy - Targets for 1975), Rome, Giuffrè ed. 1961.

SVIMEZ. Trasformazioni sociali e culturali in Italia e loro riflessi sulla scuola (Social and cultural change in Italy and its impact on the school system), Rome, Giuffrè ed. 1962

Martinoli, Gino. L'Università nello sviluppo economico italiano (The role of the university in Italy's economic development), Rome, SVIMEZ, Giuffrè ed. 1962

SVIMEZ. Progresso Economico e Strutture formative nell'Italia del 1975 (Economic growth and education in Italy - Targets for 1975), Rome, 1963, mimeographed.

SVIMEZ. La scuola nel Mezzogiorno (School in Southern Italy), Rome, 1963

EUROPEAN CENTRE OF EDUCATION
(CENTRO EUROPEO DELL'EDUCAZIONE)

Villa Falconieri, Frascati

Director: Giovanni Gozzer

The Centre was established in 1960 under the Ministry of Public Education. Its objectives are to organize, in co-operation with different organizations, short cultural and educational courses for teachers of different categories; to arrange meetings and conferences for directors and teaching staff of Italian educational institutions and corresponding institutions of other European countries on educational, social and cultural problems; and to undertake educational research through working groups and committees set up for this purpose.

Meetings and courses arranged by the Centre include the following:

Seminar on educational planning, 12-14 May 1961;

In-service course on the use of audio-visual aids in junior and senior secondary schools, 30 October - 4 November 1961;

Meeting on problems of vocational guidance, 4-6 December 1961;

Training course for human resource strategists, OECD, 3 - 28 September 1962;

Course on educational planning , 3 sessions, October - November 1962;

Meeting of the working group of the National Commission for Educational Research, 2-12 January 1963;

Seminar on problems of European co-operation on educational materials, 21-27 January 1963;

Second national congress on scientific education, 27-28 May 1963;

Conference on the methodology of human resource formation in development programmes, Unesco, 24-28 June 1963;

Congress on new teaching methods and techniques, 29 June - 2 July 1963.

JAPAN

INSTITUTE OF ASIAN ECONOMIC AFFAIRS

42 Honmura-cho,
Shinjuku-Ku, Tokyo
Telephone: 353-4231

Chairman: Ataru Kobayashi
President: Seiichi Tohata

Established in 1958 as a non-official organization to contribute, through economic and other related studies, towards the economic development and welfare of interested nations. Research activities centre on Asia and the Middle East but their scope is being extended to Africa and Latin America.

The Chairman and President of the Institute are appointed by the Minister of International Trade and Industry. Principal advisory organs are the Board of Counsellors and the Consultative Board.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Research is conducted by the Institute's staff members, sometimes with the assistance of outside experts, or contracted to outside individuals or groups.

The most recent project of relevance to educational planning concerns manpower resources and educational investment in India. This is a continuation of a previous study on the relationship between education and economic development in India, the quantity and quality of human resources in the Indian labour market, the Government's manpower plan, etc. The purpose of the project is to contribute to the comparative study of these questions and to throw light on educational planning in general in the developing countries and on the question of educational assistance to them. Principal research worker: Isao Amagi, Director of the Research Bureau, Ministry of Education.

INSTITUTE OF STATISTICAL RESEARCH

Nihon-Seimei Building, 1 Shiba-Tamuracho-Yonchome,
Minato-ku, Tokyo
Telephone: 431-5964; 5647

Chief, Board of Directors: Ichiro Nakayama
Secretary General: Denzo Izumi

An independent foundation established in 1947 and financed from funds derived from research undertaken for outside institutions. The Institute has 17 committees, each responsible for a specific area of research one of which is the economics of education.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

A study on the role of education in the socio-economic development of Japan is being carried out by the Committee for the Economics of Education (Chairman: Takuma Terao; members: Yoshimatsu Aonuma, Zen'ichi Ito, Yasuichi Emi, Jiro Sakamoto, Mrs. Yoko Sano, Ryoichi Suzuki and Heizaburo Matsuzaka)

PUBLICATIONS

Details on publications may be obtained on application to the Institute.

MINISTRY OF EDUCATION
RESEARCH SECTION OF THE RESEARCH BUREAU

Kasumigaseki, Chiyoda-Ku, Tokyo
Telephone: 581-1547

Chief of Research Section: Shinjo Okuda

A subdivision of the Research Bureau, the Research Section serves as the central focus of analytical and interpretative research work on matters of ministerial concern(1). The Section has the major responsibility for: (1) compiling reports presenting the results of national surveys on a number of important aspects of Japanese education; (2) preparing foreign-language publications giving a picture of the Japanese educational system; and (3) composing studies of foreign educational systems and educational developments providing information for comparative purposes.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Four units are concerned with research on national education:

Unit I is concerned particularly with special statistical surveys conducted as a basis for national educational planning. These surveys have dealt with questions such as the relationship between occupational status and educational level, and the situation of demand-and-supply concerning certain categories of trained manpower.

Unit II concentrates on surveys in the field of educational administration and finance. In recent years it has given special attention to the role of educational expenditures as an investment in economic growth.

Unit III has special responsibilities in connection with the nation-wide surveys of scholastic achievement conducted in Japanese primary and secondary schools since 1956.

Unit IV devotes particular attention to surveys concerning the parents' direct share in the cost of educating pupils in the public schools (expenditure on clothing, school supplies, etc.).

---

(1) The Statistics Section of the Research Bureau which is responsible for collecting and analysing basic educational statistics, carries out basic school surveys as well as surveys of school teachers, supply and demand of school teachers and school facilities. It is also responsible for statistics on school health.

PUBLICATIONS

Demand and Supply for Graduates from Secondary Schools and Universities, 1961. (In English)

Shokuba no Gakureki to Shorai (Educational attainments of employed persons - present and past), Vol. 1 and 2, 1961. (In Japanese)

Annual Report: Education in 1962 (In English)

Japan's Growth and Education: Educational Development in relation to Socio-Economic Growth, 1963. (In English)

Zenkoku Gakuryoku Chosa Hokokusho (Report on the national survey on scholastic achievements) Published annually in Japanese

Chiho Kyoiku-hi no Chosa Hokokusho (Report on the national survey on local educational expenditures) Published annually in Japanese

These selected publications are available from the Research Section.

MEXICO

NATIONAL COUNCIL FOR THE DEVELOPMENT OF HUMAN RESOURCES FOR INDUSTRY (CONSEJO NACIONAL DE FOMENTO DE LOS RECURSOS HUMANOS PARA LA INDUSTRIA)

Condesa 6-601, Mexico 1, D. F.
Telephone: 12-47-47; 21-76-77

President: Jaime Torres Bodet

General Executive Secretary: Manuel Bravo Jiménez

Established by the Secretariat of Public Education as an advisory body on questions of training manpower for industry.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Research has been carried out on the quantitative aspects of educational development and population studies have been undertaken at the national and regional level with projections up to 1970-1980.

The quantitative basis for a policy of education and training is being determined by the Department of Industrial Research of the Banco de Mexico (Human Resources Office) under the direction of Oscar Méndez Nápoles with the collaboration of Héctor Sierra Elizondo, José Arturo Valenzuela García, Benjamín Careaga López, Ermilo Coello Salazar and Jaime Encarnación Morales

NETHERLANDS

CENTRAL PLANNING BUREAU
(CENTRAAL PLANBUREAU)

Van Stolkweg 14, The Hague
Telephone: 51-41-51

Director: P. de Wolff
Chief of Education and Manpower section: R. Ruiter

The Central Planning Bureau is an independent government advisory body, established in 1945. Its main function is to advise the Government on problems of short and long-term economic planning. Research in educational planning is undertaken in connection with this function.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

Training is organized for up to two students from abroad at any given time who undertake research in a relevant field.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Projects in progress:

Demand and supply of university graduates, 1960-1980;

Analysis of regional differences in enrolment rations;

Ability reserves for secondary education.

These projects are expected to be completed in 1965. Principal research workers: R. Ruiter, J. Passenier and Miss K. van Dalfsen.

PUBLICATIONS

Passenier, J. "Reduction of the pupil-teacher ratio and the demand for teachers in secondary education", Econ. Stat. Berichten, January 1961. (In Dutch)

Ruiter, R. and Eisma, M. "The expansion of higher education and its effect on the number of students in the Netherlands", Econ. Stat. Berichten, September 1961. (In Dutch) de Wolff, P. and Härqvist, K. "Reserves of ability: size and distribution", Ability and Educational Opportunity, OECD (in English)

de Wolff, P. "Possibilities of measuring ability reserves", Weekblad Gen. leraren Ned. Gymn. en Lycea en de R.L.V., December 1963

Ruiter, R. "Growth and stagnation in secondary education", Econ. Stat. Berichten, April 1964. (In Dutch)

Ruiter, R. and van Dalfsen, K. "The effect of vocational guidance and information on the distribution of students over the faculties of higher education", Econ. Stat. Berichten, April 1964. (In Dutch)

Ruiter, R. Participation of different social classes in secondary and higher education: a comparison between the Netherlands and the U.K., Central Planning Bureau, 1963. (In Dutch)

Ruiter, R. The past and future inflow of students into the upper levels of education in the Netherlands. A Methodological Study. Central Planning Bureau, 1963, Mimeographed (in English)

Icöz, Nursel and Hamurdan, Yusuf. Factors influencing enrolment, Central Planning Bureau, 1962, mimeographed. (In English)

Ruiter, R. A tentative development plan for education in Somalia, Central Planning Bureau, 1962, mimeographed. (In Dutch)

Publications may be ordered from the publishers, or, in certain cases, obtained free of charge from the Central Planning Bureau.

CENTRE FOR THE STUDY OF EDUCATION IN CHANGING SOCIETIES

The Royal Tropical Institute, Mauritskade 63, Amsterdam

Acting Director: J. Van Baal

Established in 1963 by the Netherlands Universities Foundation for International Co-operation (NUFFIC) primarily to contribute to a more systematic knowledge of specific problems of education in societies undergoing rapid development. With this end in view the Centre has set itself two tasks: the organization of research and the collection of relevant documentation and information.

The organizational aspects of the Centre and its governing body are still under discussion. Provisionally, final authority has been vested in NUFFIC which is also responsible for the Centre's financial commitments.

As a first step towards realizing a more comprehensive programme, a preliminary research plan has been presented to the Government of Tanganyika. Its favourable reception justifies expectations of an interdisciplinary team beginning work in the autumn of 1964.

INSTITUTE OF SOCIAL STUDIES

27 Molenstraat, The Hague
Telephone: 630550
Cable address: SOCINST

Rector: E. de Vries

The Institute was set up in 1952 and aims at promoting international research and training in the social sciences with special emphasis on problems of integral development and rapid social change. Organized as an independent foundation, it is governed by a Board of Trustees whose members - not exceeding nine in number - are appointed by the Minister of Education on the recommendation of the Board of Governors of the Netherlands Universities Foundation for International Co-operation (NUFFIC).

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

No course is organized specifically in educational planning but attention is given to this subject in a number of courses, particularly that concerned with national development and the social policy course which devotes eight sessions to the subject of Planning education for a changing society (F. L. Bartels, Unesco).

PUBLICATIONS

Busia, K. A. Purposeful Education for Africa, Vol. IV, series "Minor", awaiting publication.

Penrose, William O. Structure of Higher Education: A Study of General and Academic Organization and Administration of Higher Education in the Netherlands and the United States of America, 1960

For information apply direct to the Institute of Social Studies.

THE NETHERLANDS CENTRAL BUREAU OF STATISTICS (CENTRAAL BUREAU VOOR DE STATISTIEK)

Oostduinlaan 2, The Hague

Director-General of Statistics: Ph. J. Idenburg

The Bureau was originally established in 1899 and is responsible for collecting, compiling and publishing statistical information pertaining to all social, economic and cultural activities of the country including education. It is attached to the Ministry of Economic Affairs which has general responsibility for the budget and financial control of the Bureau as well as its staffing.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

The Statistical Analysis Division is concerned with econometric analysis and practical mathematical and statistical problems. Research in the educational field includes a study on the consequences of extending the age-limit for compulsory education, based on the adaptation of a model used by the Central Planning Bureau.

PUBLICATIONS

"Increasing the age-limit for compulsory education, an attempt to quantify its short-term macro-economic consequences", Statistische en Econometrische Onderzoekingen, 1st Quarter 1956, in Dutch with summary in English.

"An analysis of interregional variations in the relative number of students", Statistische en Econometrische Onderzoekingen, 1st Quarter 1958, in Dutch with summary in English.

Toelating en Vertrek bij het Voortgezet Onderwijs, 1960 (A survey on school admissions, transfer between different types of school and school leavers, 1960) Comparable data are given for 1956 and 1936.

Het Voortgezet Onderwijs, regionaal bezien, 1962 (A study of regional tendencies towards the different types of post-primary (non-university) education, 1962). Previous editions: 1948, 1952 and 1957. A similar publication is concerned with university education (for 1961/62, 1954/55 and 1958/59).

In addition, school-career performance studies have been compiled for secondary and university education which trace the progress of all pupils or students entering secondary schools or universities in selected years.

For details of these and other publications, apply direct to the Netherlands Central Bureau of Statistics.

THE NETHERLANDS ECONOMIC INSTITUTE
(NEDERLANDSCH ECONOMISCH INSTITUUT)

Pieter de Hoochweg 118, Rotterdam 6
Telephone: 010-56520
Cable address: NECIN, Rotterdam

Directors: L. H. Klaassen, H. W. Lambers, J. Tinbergen

The Institute was established in 1929. Its principal function is to promote economic study and research, especially on a quantitative basis, in order to obtain practical solutions for economic problems. Funds are derived from research carried out under contract with government and other organizations. A Board of Governors, consisting of 15 members, mainly from the business community, is responsible for the activities of the Institute.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

No regular training programme is offered but a limited number of students are accepted from different countries to participate in the work of the Institute or to undertake individual studies under the supervision of senior staff.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Research in human resource development and educational planning is carried out by the Division for Balanced International Growth. Two projects, directed by J. Tinbergen (Director of the Division) and H. C. Bos with the assistance of P. A. Cornelisse and J. Versluis, are at present in progress and expected to be completed by the end of 1964.

Standard Figures for Educational Planning

This study aims to set up a number of standard relationships from existing statistical material or manageable extensions of it, in order to arrive at certain ratios or other coefficients useful to the educational planner. Two main sections are envisaged.

(1) Relationships between production, manpower and education. An empirical model will be established to determine: the relationship between student numbers and economic variables; wastage percentages for different levels of education; the relationship between (1) manpower educated at the secondary and at the higher level and (2) different economic variables investigated; the relationship between retirement rates and level of education received.

(2) *The cost of education*. Costs will be determined for educational levels and branches of study for which sufficient data exists (opportunity costs being distinguished). These will be subdivided into categories such as direct expenditure, indirect expenditure, etc.

Mathematical Models for Educational Planning

Certain practical problems will be treated on the basis of a number of models. Examples may include the impact of accelerated growth on the educational system, the problem of Africanization, problems of foreign aid, etc.

PUBLICATIONS

Chapter nine in *Manual on Economic and Social Aspects of Education* to be published by Unesco

Contribution to *A Planning Model for the Calculation of Educational Requirements of Economic Development*, OECD, to be published at the end of 1964

"The Financing of Higher Education in Africa", *The Development of Higher Education in Africa*, Unesco, 1963

Correa, H. and Tinbergen, J. *Quantitative Adaptation of Education to Accelerated Growth*, reprint 19

Tinbergen, J. *Introductory Remarks on the "Ization Problem*", reprint 20

Tinbergen, J. *Die Unterrichtsplanung in Rahmen der Allgemeinen Wirtschaftsplanung* (Educational planning in the framework of general economic planning), reprint 21

Reprints are available from the documentation section of the Division for Balanced International Growth.

PHILIPPINES

UNIVERSITY OF THE PHILIPPINES

INSTITUTE OF ECONOMIC DEVELOPMENT AND RESEARCH

Diliman, Quezon City
Telephone: 7-98-80

Director: Amado A. Castro

Principal staff concerned with educational planning: Reynaldo J. Gregorio

Established in 1957 as a unit of the University of the Philippines and financed by government funds and by grants from the Rockefeller Foundation. Essentially concerned with the economics of under-developed areas, the Institute seeks to promote and carry out research activities related to the theory and problems of economic growth and to maintain a programme of teaching and training in this field.

Research of relevance to educational planning has been undertaken on the following subjects:

Gregorio, Reynaldo J. Education and Socio-Economic Change in the Philippines, 1870-1960 To be published in 1964 in co-operation with Unesco.

Goldstaub, Jesse. The Articulation of Education with Projections of Economic Development MS.

POLAND

POLISH ACADEMY OF SCIENCES
CENTRE FOR RESEARCH ON THE STRUCTURE AND ORGANIZATION OF EDUCATION
(POLSKA AKADEMIA NAUK PRACOWNIA USTROJU I ORGANIZACJI OSWIATY)

Warsaw, Pałac Staszica, Nowy Swiat 72
Telephone: 26-52-31. 87

Director: Franciszek Bielecki

Principal staff: Marian Falski (adviser)

Founded in 1958, the Centre undertakes research on the structure and organization of education in relation to demographic, economic and social conditions. The organization and structure of education in other countries is also studied, particularly in the context of new developments in school reform.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

The Centre is analysing data on human resource requirements in the economic and cultural sectors and the role of education in meeting such requirements. This work is expected to be completed by the end of 1966.

PUBLICATIONS

Falski, Marian. Aktualne zagadnienia ustrojowo-organizacyjne szkolnictwa polskiego (Current problems of educational organization in Poland)

A further publication, Documents and Studies, will appear shortly.

UNIVERSITY OF WARSAW
INSTITUTE OF PEDAGOGICAL SCIENCES
(UNIWERSYTET WARSZAWSKI
INSTYTUT NAUK PEDAGOGICZNYCH)

Warszawa, Ulica Krakowski-Przedmieście Nr 26/28
Telephone: 26-33-45

Director: B. Suchodolski

The Institute of Pedagogical Sciences was established in 1958 within the Department of Pedagogy of the University of Warsaw. Its chief functions are research and training.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Emphasis in research activities is on the practical and theoretical needs of education for the individual in the new society. Projects undertaken include studies on the philosophical basis of education, on organizational and methodological aspects of modern teaching, on elementary and secondary education and on educational systems of other countries. Research has begun on the educational process in rural areas and in regions of rapid industrialization, and problems such as the adequacy of vocational training and of comprehensive education in the arts have been investigated.

PUBLICATIONS

The review of the Institute, Kwartalnik Pedagogiczny (Pedagogical review) appears quarterly. Further details on publications may be obtained by writing direct to the Institute.

PORTUGAL

CENTRE FOR THE STUDY OF ECONOMIC STATISTICS (CENTRO DE ESTUDOS DE ESTATISTICA ECONOMICA)

Avenida Infante Santo, 68, 1º-C, Lisboa-3
Telephone: 661570, 663023
Cable address: CENTRO, Lisbon

Director: C. M. Alves Martins

Principal staff concerned with educational planning: A. A. Caetano, A. S. Lopes, L. M. Cândido, J. S. Ferreira.

Founded in 1947, the Centre undertakes research in economics and public finance and has a permanent interest in human resource development. Funds are provided by the Ministry of Education, the Gulbenkian Foundation, OECD, etc.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

A team working in connection with the OECD Mediterranean Regional Project was maintained by the Centre between 1961 and 1964 and headed by its Director. In association with this project one OECD fellow was received in 1962/63, and three in 1963/64 in addition to a Gulbenkian fellow. (For details of the Mediterranean Regional Project see section on OECD)

PUBLICATIONS

Análise Quantitativa da Estrutura Escolar Portuguesa - 1950-1959
(Quantitative analysis of the Portuguese educational structure)

Evolução da Estrutura Escolar Portuguesa - previsão para 1975 (The development of the Portuguese educational structure as forecast for 1975)

Research organizations wishing to obtain these publications from the Centre may do so on an exchange basis.

SWEDEN

The Forecast and Planning Group within the Swedish Ministry of Education does not itself carry out any comprehensive research programme. Studies relevant to educational planning are, however, delegated by the Ministry, when required to special ad hoc committees. These include the 1963 university and specialized college committee and the vocational training committee.

THE FORECASTING INSTITUTE OF THE CENTRAL BUREAU OF STATISTICS
(STATISTISKA CENTRALBYRANS PROGNOSINSTITUT)

Linnégatan 87, Fack, Stockholm 27
Telephone: 63-05-60
Cable address: Prognosinstitutet, "Stabureau", Linnégatan 87, Stockholm

Set up in 1960 as a section of the National Labour Market Board and re-established in 1962 as an institute. Activities have included studies on future requirements in different categories of qualified manpower. In July 1964 it was incorporated with the Central Bureau of Statistics and its work is to be discussed by the newly appointed Educational Planning Council which has as its secretariat the Forecast and Planning Group of the Ministry of Education.

A special group in charge of methodological research is attached to the Institute.

PUBLICATIONS

Reports are included in the series Information i prognosfragor (Information on forecasting questions) published by the Central Bureau of Statistics, and may be ordered from the Section.

SWITZERLAND

UNIVERSITY OF BASLE
INSTITUTE FOR APPLIED ECONOMIC RESEARCH
(INSTITUT FÜR ANGEWANDTE WIRTSCHAFTSFORSCHUNG UNIVERSITÄT BASEL)

Leonhardsgraben 3, Basle
Telephone: 24-62-23

Director: G. Bombach

Principal staff concerned with educational planning: H. Riese

Established in 1962, the Institute is a department of the University of Basle and receives subsidies from outside sources. Its main functions are research in programming, econometrics and the economics of education.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

Several courses of one semester have been given in the economics of education, which were attended by students in economics and sociology.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

A team is engaged in long-term forecasts of requirements in manpower educated at the higher level. It is directed by H. Riese, close co-operation being maintained with the German Wissenschaftsrat and the Central Statistical Office in Wiesbaden.

PUBLICATIONS

Bombach, G. The Assessment of the Long-Term Requirements and Demand for Qualified Personnel in Relation to Economic Growth for the Purposes of Educational Policy, Paris, OECD, 1963

Bombach, G. "Bildungsökonomie, Bildungspolitik und wirtschaftliche Entwicklung" (The economics of education, educational policy and economic development), Heidelberg, Bildungswesen und wirtschaftliche Entwicklung, 1964

UNIVERSITY OF BERNE
INSTITUTE OF SOCIOLOGY AND SOCIAL AND ECONOMIC DEVELOPMENT
(INSTITUT FÜR SOZIOLOGIE UND SOZIO-ÖKONOMISCHE ENTWICKLUNGSFRAGEN DER UNIVERSITÄT BERN)

Brückfeldstrasse 14, Berne
Telephone: 23-4046

Director: Richard F. Behrendt

Principal staff: Kurt Lüscher (educational and vocational sociology), Paul Trappe (sociology of developing countries), Urs Jaeggi (rural, urban and industrial sociology)

The Institute was founded in 1960 within the University of Berne. It offers training in education and vocational sociology as part of the University programme.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

Special courses are organized on social development in economically under-developed countries with special reference to educational problems.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Dissertation subjects and diploma work are chosen in relevant fields. Larger-scale projects on education in the sociological context of the developing countries have also been conducted in co-operation with different authorities.

PUBLICATIONS

Behrendt, Richard F. "Die Sorge um den beruflichen Nachwuchs im Zeitalter des technischen Fortschrittes" (Problems of manpower resources in the age of technical progress) Berufliche Erziehung, Berne, 2/1960

Dahinden, Max. "Die zahlenmassige Entwicklung des Hochschulstudiums von Schweizern in den letzten zwanzig Jahren" (The quantitative development of higher education in Switzerland during the last 20 years), Berner Beiträge zur Soziologie, Band 2, Berne 1960

Behrendt, Richard F. "Die schweizerischen Studierenden an der Universität Bern" (Swiss students at Berne University: social origin, educational background, etc.), Berner Beiträge zur Soziologie, Band 4, Berne 1960

Eidgenössische Kommission für Nachwuchsfragen auf dem Gebiete der Geisteswissenschaften, der medizinischen Berufe sowie des Lehrerberufes auf der Mittelstufe (Federal Commission for Manpower Studies. Report on demand and supply in selected academic professions), Berne 1963

Lüscher, Kurt. "Bildungs- und berufssoziologische Forschungen in der Schweiz" (Recent research in educational and vocational sociology), *Schweiz. Lehrerzeitung*, Zürich, Nr. 35, 1963

Lüscher, Kurt. "Der Beruf des Gymnasiallehrers, eine soziologische Untersuchung über den Gymnasiallehrermangel und Möglichkeiten seiner Behebung" (Teaching in the secondary school (gymnasium): a sociological study of the shortage of teachers and means of remedying it), *Berner Beiträge zur Soziologie*, Band 10, Berne 1964

Behrendt, Richard F. "Die wirtschaftlich und gesellschaftlich unterentwickelten Länder und wir" (The economically and socially under-developed countries and ourselves), *Berner Beiträge zur Soziologie*, Band 7, Berne 1964

THAILAND

MINISTRY OF EDUCATION
EDUCATIONAL PLANNING OFFICE
Bangkok

Director: Kaw Swasdi Panich

Principal staff: Thamrong Buasri, Thanoo Swaengsugdi, Boonserm Weesakul

The Educational Planning Office was established by the Ministry of Education on 5 November 1963 and is attached to the Office of the Under-Secretary of State for Education. It is financed from a regular budget and by external assistance. Principal functions are research and planning. The office is responsible for co-ordinating plans and projects within the Ministry of Education and also works closely with outside government bodies.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

A study of the administrative organization of the Ministry of Education (Kaw Swasdi Panich, Thanoo Swaengsugdi). Expected date of completion 1966;

A study of candidates for entrance examinations to higher institutions (Thanoo Swaengsugdi, Boonserm Weesakul). Expected date of completion 1965;

A study of the role of secondary level education in human resource development in Thailand (Kaw Swasdi Panich, Thamrong Buasri, Thanoo Swaengsugdi, Boonserm Weesakul and Mrs. Boonnam Boonsait). Expected date of completion approximately 1966.

PUBLICATIONS

Preliminary Assessment of Education and Human Resources in Thailand, Joint Thai-US Task Force on Manpower and Education Planning

Teacher Survey 1962, Educational Planning Office

Analysis and Interpretation of Educational Statistics and Enrolment Projection, Boonserm Weesakul

These publications may be obtained by writing to the Educational Planning Office.

TURKEY

STATE PLANNING ORGANIZATION

SOCIAL PLANNING DEPARTMENT

Devlet Plânlama Teşkilâti, Yeni Meclis, Ankara

Head of Department: Evner Ergun
Deputy Head of Department: Sunday Uner

Principal staff concerned with educational planning: Çetin Tokcan (Senior Expert)

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

A seminar on manpower and educational planning was held from 28 February - 29 April 1964 for technicians and administrators working on related problems from ministries and government and private enterprises. Participants were required to have a minimum understanding of economics, statistics, sociology and education and to have some knowledge of French and English.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

The Department has been responsible since 1962 for activities in Turkey related to the Mediterranean Regional Project. (For details of this project see section on OECD)

A study on scientific, technical and managerial personnel has been planned and will be undertaken by the Test and Measurement Bureau of the Ministry of Education. The study was initiated with the object of preparing material necessary for the planning and programming of scientific, technical and managerial manpower in Turkey. The first phase will mainly concern teachers.

A follow-up study of graduates of technical and vocational schools has been undertaken in an attempt to discover the balance between supply and demand of technical personnel and to ascertain whether schools are able to meet the manpower requirements of the Five Year Development Plan, both quantitatively and qualitatively, or whether reorganization is necessary. The final report and cross-tabulations are being prepared by the Test and Research Bureau of the Ministry of Education which is responsible for carrying out the survey.

PUBLICATIONS

Manpower Needs and Educational Programming in Turkey, October 1962
(English version out of print)

The Five Year Development Plan

Information on publications may be obtained on application to the Social Planning Department.

UNITED ARAB REPUBLIC

INSTITUTE OF NATIONAL PLANNING

3, Mohamed Mazhar, Zamalek, Cairo

Secretary-General: Mukhtar Hamza

Principal staff concerned with educational planning: M. Hamza, S. Fahmy, H. Mostafa.

An independent public body established in 1960. The functions of the Institute are to foster research on planning problems and techniques and to provide training for persons engaged in different aspects of development planning.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

A one-year course in general planning is held annually for officers from different planning agencies and for graduates intending to specialize in specific branches of planning. It is conducted in English and open to Asian and African nationals holding a degree. The first part of the course is intended to provide a background in general planning. Lectures on manpower planning are included which cover the following programme: analysis of population; planning of manpower supply (manpower potential); planning of manpower demand; the problem of productivity of labour; classification of manpower; distribution of manpower by branches; manpower balances; training of manpower; training of economists (planners); industrial management and the workers' contribution; material incentives; wages and consumption; measurement and analysis of the labour force.

For the second part of the course participants may choose to concentrate on one of the five specializations offered. These include a course on manpower and social planning which contains a section on educational planning. Content:

> The educational system and social interest; learning as a cultural process; features of education and manpower; vocational guidance and vocational training; educational statistics; supply and demand of manpower; general and higher education; the education plan-needs, finance, distribution among zones, etc.

> Number of trainees in manpower and social planning groups: approximately 15.

Short specialized courses of one to three months' duration are organized at intervals for groups of approximately 30 senior officials. These include courses on educational planning and/or manpower.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Employment and unemployment among the educated

The study, which is completed, examines the factors governing employment and unemployment and the causes of preference for certain types of occupation. The project included investigation of employment data, the educational system, social psychology, the requirements and experience of employers, government measures and statistical data.

Members of the steering committee: Mukhter Hamza, Ali Fouad, Abd-el-Moneim Shawki, Abd-el-Moneim Hashim, Ahmed Fahmy.

Employment problems of rural areas

The project aims to determine more clearly the nature of such problems and to establish policies for their solution.

Problems investigated: questions of rural manpower; rural immigration; employment of rural manpower; income, consumption and salaries in rural areas; the effects of development programmes and combined units in rural employment; the effects of co-operation on employment in rural areas.

Expected date of completion: December 1965.

Members of the research committee: Mukhtar Hamza, Zaki Shabana, Atif Sidky, Abd-el-Moneim Shawki, Ibrahim Mutawei, Hamid Ammar, Muhyi El-Din Nasrat, M. Seif El-Din Fahmy, Ibrahim Salah, Peter Blackenberg, Bent Hansen, Elrisch Blanck.

PUBLICATIONS

Selected publications in English

Abdel-Rahman, I. H. The Institute of National Planning: A General Review, Memo 2.

Institute of National Planning. Research Project on Employment and Unemployment among the Educated.

Institute of National Planning. Employment Problems in Rural Areas, first part.

Abdel-Rahman, I. H. Education for National Planning, Memo 3.

Mustapha, Hassan. Educational Planning and Teacher Training, Memo 101.

Sachse, E. Some Experience and Problems of Manpower Planning, Memo 152.

Pant, Pitambar. Economic and Social Development Manpower Planning and Education, Memo 155.

Fahmy, M. S. The Impact of Modern Technology on Education, Memo 276.

Hassan, M. Some Problems of Planning Higher Education in the U. A. R., Memo 299.

El-Abd, A. Training of Technical and Skilled Personnel in Developing Countries, Memo 300.

El-Koussy, A. Some Problems of Educational Planning in the Arab World, Memo 302.

Fahmy, M. S. Techniques of Manpower Planning, Memo 340.

Details on these and other publications, including those published in Arabic, may be obtained on application direct to the Institute.

UNITED KINGDOM

THE ACTON SOCIETY TRUST

18 Victoria Park Square, London, E.2.

Director: John Vaizey (also Director of the Educational Planning Division)
Research Director, Educational Planning Division: Roy Manley

A charitable research foundation established in 1948 largely by donations from the Rowntree Trusts but receiving support also from the business community and from the Government. Its Trustees are drawn from a wide range of the business and research community. The research interests of the Acton Society Trust centre on any problem connected with the impact of mass society on the individual, and as such it is concerned with a wide range of socio-economic problems in the United Kingdom and in developing nations.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

The Educational Planning Division is concerned with problems of educational planning at home and abroad. A large research programme is at present being organized to investigate questions of: (1) educational administration, local government and other related problems; (2) supply and training of teachers; (3) overseas students; and (4) vocational education.

THE NATIONAL INSTITUTE OF ECONOMIC AND SOCIAL RESEARCH

2 Dean Trench Street, Smith Square
Westminster, London, S.W.1.
Telephone: ABBey 7665

Director: C. T. Saunders
Secretary: Mrs. A. K. Jackson

An independent non-profit-making body, founded in 1938, which conducts applied research by its own staff and in co-operation with the universities and other academic bodies. The Institute's research programme is mainly focussed on the behaviour of the British economy.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Amongst present research projects, several have relevance to educational planning. A study of The British Economy in 1975, by Wilfred Beckerman and Associates, to be published in 1965 by the Cambridge University Press, contains a projection on manpower requirements in 1975 and a chapter on Education (by John Vaizey assisted by Mrs. Rosě Knight) which indicates the cost of alternative policies and the constraints on achieving objectives in the period concerned.

Mrs. Joan Maizels is carrying out an inquiry into adolescent needs and community services (in Willesden) under the auspices of the Institute. This is an attempt to assess the needs and opportunities of 15-18 year-olds who are at work in terms of their education, employment, training and social interests.

PUBLICATIONS

The Institute's books are published in three series by the Cambridge University Press. The National Institute Economic Review is published quarterly by the Institute. Inquiries should be addressed to the Secretary.

OVERSEAS DEVELOPMENT INSTITUTE

160 Piccadilly, London, W. 1.
Telephone: HYDe Park 2654

Chairman: Sir Leslie Rowan
Director: William D. Clark
Director of Studies: T. Soper
Research Officer for Education: P. R. C. Williams

Founded in 1960 to further the economic development of the countries of Asia, Africa and South America and their relations with the industrially developed areas of the world. Funds have been received from the Ford Foundation, from British industry and commerce, and from the Nuffield Foundation. The Institute is non-profit-making. Its policies are determined by a Council which is independent and non-governmental.

The main functions of ODI. are: to provide a centre for work on development problems, but not to provide technical aid or financial help; to direct studies of its own where necessary, and to encourage and assist workers on development topics; to be a forum where those directly concerned with development can meet others and share ideas; to spread the information collected as widely as possible among those working on development problems; to keep the urgency of the problems before the public and the responsible authorities.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Studies of Aid

The subject of the first main programme of research has been development aid, including educational and technical assistance and methods by which donor countries are able to contribute to the development of the poorer nations by government action or otherwise, and of the effectiveness of these contributions in relation to needs. These studies are being undertaken in co-operation with the Brookings Institution (Washington D. C., U. S. A.). Preliminary surveys were made of the contributions of the major donor countries, by financial, technical and educational assistance from public and private sources. The O. D. I. is responsible for the surveys of Britain, France, Japan and West Germany (being made by its own staff), and a survey of Russian aid is also planned. The Brookings Institution is making a similar preliminary survey of U. S. aid, to be followed by a more detailed study.

PUBLICATIONS

British Aid 1 - Survey and Comments, price 3/6d.

British Aid 3 - Educational Assistance, price 7/6d.

British Aid 4 - Technical Assistance, price 7/6d.

Carr-Sanders, Sir Alexander, Staffing African Universities. A description of the requirements of African universities and some suggestions for meeting them. Price 2/6d.

Development Guide, published by George Allen & Unwin. A directory of some 200 non-commercial organizations in Britain which provide faculties for developing countries. Price 25/0d.

The first four publications may be ordered from O. D. I. Publications, 98 Kingston Road, Merton Park, London S. W. 19. The Development Guide is available through booksellers.

POLITICAL AND ECONOMIC PLANNING - PEP

12 Upper Belgrave Street, London, S.W.1
Telephone: BELgravia 5271-7

Director: John Pinder
Deputy Director: John Madge

An independent, non-party, non-profit-making body set up in 1931 and supported by contributions from groups in industry, commerce, banking, insurance, etc., and from individuals. Its purpose is to make an objective examination of selected current problems and to present the conclusions for the guidance of policy-makers and the public.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Education and training programmes for developing areas. Research staff: R. M. Elphick, T. W. Leggatt, Miss J. I. Currie, M. K. S. Flanagan, R. E. Manley.

A survey has been completed of East African students in Great Britain. It was undertaken in two parts, one consisting of an interview survey of 406 students and the other a postal questionnaire survey of a further 925. The combined results have produced information on the social and educational adjustment of East African students to their situation in the United Kingdom, thus providing a basis on which to determine the directions in which British institutions charged with the social and educational care of overseas students can most usefully develop. Other studies have analysed the placement and admission policies of British institutions of higher education, and have examined the problems relating to the transfer and secondment of British teachers to posts overseas.

Material for the report was also obtained in East Africa through direct consultation with the authorities on the educational needs and plans of their countries and the ways in which they felt that Britain could best assist them. A survey of education institutions in East Africa has been made by Guy Hunter and is published under the title Education for a Developing Region. The study has been financed by grants from the Ford Foundation and the Noel Buxton Trust.

Attitudes in British Industry. Research staff: J. R. Parkinson (Consultant), A. G. R. Gater, A. D. Insull, H. G. Lind, P. Seglow.

A section of this study has been concerned with the ways in which various official and public bodies have helped industries to improve their productivity. One of the areas selected for investigation was management education and manpower planning.

Both studies were completed in the summer of 1964, and major reports will be published early in 1965. Future activities of PEP are expected to include other projects concerned with educational planning, possibly one on technological education.

PUBLICATIONS

Education for a Developing Region, price 20/0d.

Teachers for the Commonwealth: The British Contribution, price 5/0d.

The above reports and other publications can be obtained direct from PEP or through any bookseller. In the United States they are available from CED, 711 Fifth Avenue, New York, New York 10022, and in Sweden from SNS, Sköldungagatan 2, Stockholm Ö. A list of publications will be sent by PEP on request.

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

Malet Street, London, W.C.1.
Telephone: MUSeum 1500

Director: H. L. Elvin
Dean: W. R. Niblett

Head of Department of Education in Tropical Areas: L. J. Lewis
Head of Community Development Section: T. R. Batten
Head of English as a Foreign Language: Bruce Pattison
Head of Research Unit in Economics of Education: Mark Blaug

An institute of the University of London with responsibility for the training of teachers and the study of education, associating 34 training colleges with the University for these purposes. The Institute as such and its central activities are financed by the University.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

The Institute has no course devoted specifically to educational planning, but several of its activities are in related fields.

Department of Education in Tropical Areas

Up to 10 students a year are accepted for six months on a joint programme organised with Teachers College, Columbia University, and financed by a grant from the Carnegie Corporation. The Unit for the study of community development which exists within the Department conducts a course for some 15 overseas community development officers.

Department of Comparative Education

Lectures are given in comparative education with special reference to the Arab States and to Indian education.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Department of Education in Tropical Areas

According to availability of funds, activities are extended as far as possible to educational planning, use of new media and teaching aids and curriculum studies, through small grants from foundations and by invitation from various American organizations engaged in projects in Africa and the Caribbean.

Unit for the Economics of Education

A small unit initiated with a Ford Foundation grant and to continue on general funds. A study was commissioned by Unesco on the role of education in the transition from a subsistence economy and a grant was provided by the Rockefeller Foundation for a six-week visit to Africa. Principal research at present is into the economic returns on education. The Unit has prepared a select annotated bibliography on the economics of education.

PUBLICATIONS

Community Development Bulletin, appears quarterly in English and French.

Women Today (Three issues yearly)

The Year Book of Education, appears annually, jointly with Teachers College, Columbia University.

Couch, M. Education in Africa: A Select Bibliography. Covers English-speaking Africa. A volume on French-speaking Africa to follow.

Blaug, M. The Economics of Education: A Select Annotated Bibliography

UNIVERSITY OF LONDON
THE LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE
UNIT FOR ECONOMIC AND STATISTICAL STUDIES

Houghton Street, Aldwych, London, W.C.2
Telephone: HOLborn 7686
Cable address: POLECONICS ESTRAND, London

Director: C.A. Moser
Deputy Director: P.R.G. Layard

The Unit was established in 1964, largely as a result of the research activities of the Committee on Higher Education (the Robbins Committee). It is financed by a grant from the Nuffield Foundation and its activities are guided by an advisory board under the chairmanship of Sir Sydney Caine, Director of the London School of Economics and Political Science. The principal aim of the Unit is to undertake research on various economic and statistical aspects of higher education. Some of the projects will relate to methods of educational planning at the national level; some to the relationship between what is provided in higher education and what is needed in industry and the labour force generally; some to the financing of higher education; and some to the working of institutions of higher education. Wherever possible, the Unit's research will be concerned with the position in other countries as well as Britain, and its field will include both "developing" and advanced countries. In addition it is intended to develop other functions, such as teaching, organizing meetings and seminars, providing bibliographical services, and so forth.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

The Unit's first set of empirical studies will be concerned with the relationship between educational background and occupational structure in British industry (especially in its higher echelons) and with the relationship between these and techniques of production and economic performance. The purpose will be to throw light on the factors affecting the employment of people with different types of educational qualification and on the economic implications of different patterns of employment.

A second series of studies will be concerned with problems of educational planning especially in relation to manpower needs. This work will be concerned both with advanced and with "developing" countries, and will be partly methodological and partly empirical. One object will be to consider what criteria can be developed for assigning priorities to different levels of education and subjects of study at different stages of economic and social development.

A third project, to be undertaken in conjunction with the Ministry of Education, will be the creation of a model of the whole educational system which can be used to project its future development on a consistent basis, to develop and standardize the methodology for doing this and to programme an electronic computer for carrying out the projections.

Further studies planned will concern factors affecting the demand for higher education, financing of education, etc.

UNITED STATES OF AMERICA

THE BROOKINGS INSTITUTION

1775 Massachusetts Avenue, N.W.
Washington, D.C. 20036
Telephone: HUdson 3-8919

President: Robert D. Calkins
Director of Economic Studies: Joseph A. Pechman

Principal staff concerned with educational planning: Alice Rivlin, Rashi Fein, Edward F. Denison

Established in 1927, the Brookings Institution is an independent organization devoted to non-partisan research, education and publication in economics, government, foreign policy and the social sciences generally. It is governed by a Board of Trustees of which Eugene R. Black, former President of the International Bank for Reconstruction and Development, is Chairman, and maintained largely by endowment and private support.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

A programme of studies in the economics of education is being initiated with a grant from the Carnegie Corporation to help create a firmer basis for the development of a long-run national strategy with respect to investment in education. The programme will be part of a larger Brookings Institution programme of research in the economics of human resources which is expected to include studies also in the economics of health and welfare.

Research under the programme will concentrate mainly on two inter-related areas: (1) the economic impact of education: appraisal of America's educational needs; (2) spending the educational dollar wisely; efficiency in the educational sector.

1. The economic impact of education. In this area it is hoped to investigate problems such as the external benefits of education (to society as a whole); the impact of economic and technological change on demand for educated manpower; contribution of different types of education; education and research and regional economic development; and U.S. balance of trade in educated manpower.

2. Spending the educational dollar wisely. The type of question to be investigated in this section is: the economics of new educational methods and technology; economics of scale and the organization of higher education; financing of students; and regional price difference in education.

CENTER FOR CULTURAL AND TECHNICAL INTERCHANGE BETWEEN EAST AND WEST - EAST WEST CENTER

Honolulu, Hawaii 96822
Cable address: Easwecen

Acting Chancellor: Thomas H. Hamilton (President of the University of Hawaii)

Institute of Advanced Projects: Edward W. Weidner (Vice Chancellor), Minoru Shinoda (Executive Director, Director Research Translations), Arthur Feraru (Director, Exchange of Persons Programme), Robert D. Stevens (Director, East West Center Library), John H. Kyle (Director, East West Center Press), Margaret L. Cormack (Director, Reference Research and Information).

The East West Center was established by the U. S. Congress in 1960 to promote mutual understanding among the peoples of Asia, the Pacific area, and the United States through cultural and technical interchange. Sponsored by the Bureau of Educational and Cultural Affairs of the Department of State, it is largely financed by the U. S. Government and is administratively under the jurisdiction of the University of Hawaii. It has both national and international advisory boards. The Institute of Advanced Projects, as one of three divisions within the Center, has the special function of furthering research and scholarship related to the development of Asian countries and Asian-Pacific-American relations. Development education and related fields such as public administration, politics, and economics are among its areas of interest. The Exchange of Persons programme invites selected scholars and fellows from Asia, the Pacific, and the United States for the pursuit of their individual and group research and writing projects. The Exchange of Information programmes include the East West Center Library, Research Translations, the East West Center Press, and Reference Research and Information.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

There is no specific training programme in educational planning but opportunities are offered at the Institute of Advanced Projects for undertaking research in relevant subjects.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Institute of Advanced Projects

Senior specialists in Asian-Pacific affairs and education:

1963-64

The social systems of education (C. Wayne Gordon, U.S.A.);

Educational planning in the developing countries of South and South-East Asia (book) (Muhammad Shamsul Huq, Pakistan);

Educational planning for national economic and social development (book) (Poyen Koo, China);

The problems of educational planning (Mrs. Satnam Mahmud, Pakistan);

India's creative contribution to education and the life of the mind (books) (K. G. Saiyidain, India);

1964-65

Educational planning for national development (Vitaliano Bernardino, Philippines);

Development education with special attention to the education of teachers, the process of educational exchange, and cross-cultural contacts (Freeman Butts, U.S.A.);

International educational exchange, preparation of a book on comparative education in South-East Asian countries (Dadsam Chen, China);

Problems of nation building and the instrumental use of education to advance national purposes (Paul Hanna, U.S.A.);

Informal adult education in the People's Republic of China (1950-1958) (Vincent T.C. Lin, China);

The role of education in the developmental processes of nations; a comparative study of education in Asian countries (Morihiko Okatsu, Japan);

Analysis of educational projects undertaken in the Philippines (Pedro T. Orata, Philippines);

Educational planning in Asia (Veda Prakasha, India);

The relation of educational planning and the techniques of human resources development to over-all planning for economic, social and political development (Eugene Staley, U.S.A.)

Preparation of a book on the national problems of Indian education in the present context of the impact of Western traditions on the great traditions of India (N. Vyas Thirtha, India)

International Development fellows

Graduate study fellowships are granted to encourage doctoral and post-doctoral studies in the application of the social and behavioral sciences to problems of economic, social and political development in the Asian and Pacific community. The following are currently concerned with education:

Ph. D. thesis research in India on role definition, conformity and conflict among students in three Indian universities (fellowship awarded 1. 10. 63-31. 1. 65) (Joseph E. Dibona, U. S. A.

Post-M. A. research - analysing the relationship between education and economic development in Japan with relation to government expenditures (fellowship awarded 16. 8. 63-15. 8. 64) (Teruji Sakiyama, Japan)

Ph. D. study in social psychology and communications; preparation for research and administration in community development programmes of the Philippines (fellowship awarded 18. 8. 63-17. 8. 65) (Santiago Simpas, Philippines)

Post-M. A. study of social organization and social change for application to research on the role of higher education in developing Asian countries (fellowship awarded 1964) (Tsuyoshi Ishida, Japan)

Ph. D. study in education with emphasis on the role of secondary education in economic and social development (fellowship awarded 1964) (Masajiro Kase, Japan)

Ph. D dissertation research on the organizational mechanisms operating to effect change within universities and colleges in East Pakistan (fellowship awarded 1964) (William Maxwell, U. S. A.)

PUBLICATIONS

Huq, Shamsul. Education and Development in South and South-East Asia. To be published shortly by the East-West Center Press.

Reference Research and Information is engaged in several publication projects: an annotated Bibliography on International Student Interchange, an annotated directory on The International Exchange Programs of American Universities, and an annotated Bibliography on Development Education.

For further details on programmes or publications, apply to the Center.

COLUMBIA UNIVERSITY
TEACHERS COLLEGE

525 West 120 Street, New York, New York 10027
Telephone: Area Code 212, UNiversity 5-6000
Cable address: TEACOL, New York

Director of International Studies: R. Freeman Butts

Principal staff concerned with educational planning: Francis Shoemaker (Executive Officer, International Programs and Services), Karl W. Bigelow (Executive Officer, Institute for Education in Africa)

Teachers College is the graduate school of education of Columbia University. It was founded in 1887, becoming formally affiliated with the University in 1898. The College has its own Board of Trustees which has general control of activities and full responsibility for financial support.

The central purpose of Teachers College is to prepare high quality personnel for national and international professional service in education. In the international field it has three major functions: rendering direct assistance to other countries for improvement of their educational institutions and practices; preparing persons for overseas educational service and leadership; and promoting knowledge of education in world affairs through instruction, publication and research.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

International Education

A combined programme in education and international affairs is sponsored jointly by Teachers College and the School of International Affairs of Columbia University. Students acquire a Master of Arts degree in an academic or professional discipline, a Master of International Affairs in the School of International Affairs, and a doctor's degree in international education, which provide theoretical and practical requirements for work in educational planning agencies.

The programme was organized by Andrew W. Cordier (Dean of the School of International Affairs) and R. Freeman Butts (Director of International Studies and also a member of the Faculty of the School of International Affairs).

Comparative Education

A series of joint programmes are organized between Teachers College and the regional institutes of Columbia University. A student specializing in comparative education may in this way acquire also a fundamental academic background in a particular geographical area, which prepares him to be of service to the developing nations.

Regular courses in comparative and international education include the following:

Fundamentals of comparative education;
Education and the problem of nationalism;
Education for the economic and social improvement of technologically under-developed areas;
Asian education and cultural change;
European education and cultural change;
African education and cultural change;
Latin American education and cultural change;
Studies in African education;
The politics of African education;
Economics and education;
Education and economic development.

In addition to the formal course work in international education and comparative education, Teachers College has developed a network of overseas educational assistance programmes which provide opportunity for training activities and research projects in educational planning and human resource development. Government contracts and foundation support have made it possible to carry out long-term educational services involving planning and development in the emerging areas of the world. These include the following programmes:

Asia: Teacher education and English language training in Afghanistan; programme of professional education in India; Japanese teacher exchange programme.

Africa: Establishment of an Institute for Education in Africa; Afro-Anglo-American programme in teacher-training for English-speaking countries in Africa; teachers for East African project; teacher-training programme for East Africa; Peace Corps training programmes.

Latin America: Basic educational development in Peru: including assistance in preparing national plans for education, reorganizing administrative functions, co-ordinating technical education with industrial training, planning for new school construction and equipment, etc.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Projects undertaken by Teachers College include the following:

Teachers for East Africa Research

A research unit established as part of the Teachers for East Africa programme in 1961; is engaged in studying the effectiveness and cultural adaptability of teachers working under this programme (both British and American) in relation to their personal and educational backgrounds and the environmental and educational settings in which they live and work. (Senior research officer: Raymond Gold)

Programme of Cumulative Research in the Teaching of English as a Foreign Language

Inaugurated in 1962 and financed by a grant from the Ford Foundation, to study problems and methods of teaching English as a foreign language. (Co-ordinator: Lennox Grey)

TESL (The teaching of English as a second language) Materials Development Project

A co-operative undertaking initiated in 1963, sponsored by Teachers College and the Council of Public Schools in Boston and financed by the U.S. Office of Education. Its main objective is the preparation of a set of materials designed to teach English as a second language to children of early elementary school-age. Research is being conducted in the United States and in several other parts of the world. (Co-ordinator: Gerald Dykstra)

Cross-National Project on the Evaluation of Educational Achievement

Teachers College is participating with the University of Chicago, the Unesco Institute of Education and representatives from some 10 countries in an international project for testing educational achievement. (Responsible: Arthur W. Foshay and Robert L. Thorndike)

Project in Educational Communication

A programme on research and development in the use of eight millimetre materials is currently being conducted. (Responsible: Louis Forsdale)

PUBLICATIONS

The World Year Book of Education, published jointly by Teachers College and the Institute of Education of the University of London.

Butts, R. Freeman. American Education in International Development, New York, Harper and Row, December 1963.

Hu, C. T. Chapter in Educational Investment in the Pacific Community, Stanford University, 1963.

Scanlon, David G. Conflicting Traditions in African Education, New York, Teachers College Bureau of Publications, 1964.

Scanlon, David G. and Cowan, L. Gray. Education, Economics and Politics in Africa, to be published by Frederick A. Praeger, Inc., New York.

Scanlon, David G. Education in Uganda, monograph, Washington D.C., Office of Education. Awaiting publication.

Wayland, Sloan R. "Socio-Economic Problems and Teacher Training", The Year Book of Education 1963: The Education and Training of Teachers, New York, Harcourt, Brace and World

Noah, Harold J. Financing schools in the Soviet Union. Awaiting publication.

HARVARD UNIVERSITY
CENTER FOR STUDIES IN EDUCATION AND DEVELOPMENT

38 Kirkland Street, Cambridge 38, Massachusetts
Telephone: UNiversity 8-7600, extension 33-61

Director: Adam Curle
Associate Director: Russell G. Davis

The Center was established with a grant from the Carnegie Corporation of New York in 1962 with the object of studying the relationship of education to the process of economic development and of modernisation in general. The controlling body of the Center is the Graduate School of Education of Harvard University.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

A doctoral level course in educational planning is being initiated in 1964/65 as one of the courses offered in the general field of administration by the Harvard Graduate School of Education.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Pure research

The Middle East Project

A long-term study of the effects of investments in education and health on economic and social change is being organized in Tunisia by the Center for Studies in Education and Development with the School of Public Health and the Middle Eastern Studies Center of Harvard University. The first year of research will include studies of educational change, (David Kinsey), particularly through contrasting areas in which there is provision for secondary education with others in which there is none, and investigation of the psychological impact of secondary education (George Goethals). The object of the study in general will be to make it possible to relate educational, medical and economic development, over a period of years. Visits to Libya, Lebanon and other countries have established a basis of collaboration in comparative studies with United Nations Relief and Works Agency, the American University of Beirut and other organizations, which will contribute to enabling the findings in Tunisia to be generalized for the area.

In addition, studies on the following subjects have recently been completed or are under way:

Statistical methods and models for educational planning (completed). Latin American educational systems (Russell Davis);

Aspects of the evolution of educational systems (C. E. Beeby, Theodore Sizer);

The relationship between education, political structure and economic development (completed). The role of literacy in development planning (completed) (Adam Curle);

The role of the university in developing societies (Percy Partridge);

Examination of labour and training in Africa (Eliot Berg);

Differential school performances of children from various family types in Barbados (John Herzog);

Analysis of the social structure of a secondary school, comparative analysis of African educational plans (Sheldon Weeks);

Relationship between education and the emergence of the skilled labour force in Ghana (completed) (David Williams).

* * *

The economics of educational planning in Nigeria (Samuel Bowles);

The social structure of Fourah Bay College (Kenneth Rothman);

Different aspects of the relationship between educational and political development in Northern Rhodesia (Trevor Coombe);

Different aspects of the relationship between educational and political development in Western Nigeria (David Abernethy);

Education, manpower requirements and training in industry in Brazil (Nathaniel Leff).

Applied Studies

Planning

Several planning projects have been initiated in Latin America since the cessation of the Center's Dominican Project on manpower assessment and educational planning after the revolution in the Dominican Republic. An arrangement has been made with the Harvard and Massachusetts Institute of Technology Joint Urban Studies Center to carry out human resource development planning in the Guayana (project initiated by Russell Davis with William Charleson and continued by Noel McGinn as field workers). Center members have been concerned with national educational planning in Guatemala (William Charleson and Dave Williams), and problems of high-level manpower planning and university organization in the five Central American nations will be investigated under an institutional contract with the Ford Foundation. Co-ordinator for the Latin American projects: Russell Davis.

Russell Davis has also been working as adviser on education for the Pakistan Planning Commission, and Eliot Berg has carried out feasibility studies for planning in Africa.

Pedagogical

The Nigerian comprehensive secondary school. This project aims to develop principles of curriculum organization and construction which may be used as a basis for widespread education developments of a type more suited to the economic needs and social temper of the country. It intends particularly to develop a positive attitude towards technical studies, both as subjects to be taught in school and as avenues towards gainful employment. To further this aim, a background study is to be undertaken to help locate employment openings in the local area and identify the most appropriate forms of training to be carried out in the schools' technical stream. Field Director: Spencer MacDonald.

The Center has embarked on a preliminary study of the significance of programmed instruction and team teaching for education in developing societies and it is hoped to organize an experimental project to be run jointly by the Center and the Institute of Education of the University of the West Indies.

PUBLICATIONS

Information on available publications may be obtained on request from the Director of the Center.

INDIANA UNIVERSITY
INTERNATIONAL SURVEY OF EDUCATIONAL DEVELOPMENT AND PLANNING

Ballantine Hall, 465/6
Bloomington, Indiana
Telephone: Area Code 812, 337-4289

Director: Nicholas DeWitt

The International Survey of Educational Development and Planning was initiated in 1964 with the aid of a grant from the Carnegie Corporation of New York and another from the International Development Research Center of Indiana University which itself operates under a Ford Foundation grant. The study, which will last from three to five years, is to be conducted by the Director with two research assistants and will result in the publication of several books and monographs. It aims at a world-wide survey of the status and trends in education as they related to comparative policies for the advancement of economic, political and social development of nations. Strategies in human resource development will be investigated in their connection with the effective use of education as a tool for modernization and industrialization. Emphasis in the project is on the developing nations.

Educational planning and human resource development have been taught in the context of the six comparative education courses offered by Indiana University. Most of these courses are intended for graduate students. A special graduate course on problems of educational planning is to be introduced in the spring of 1965.

United States
of America

INTER-UNIVERSITY STUDY OF LABOR PROBLEMS IN ECONOMIC DEVELOPMENT

P.O. Box 248
Princeton, New Jersey (4041)

Principal staff: Clark Kerr (University of California, Berkeley), Frederick H. Harbison (Princeton University), John T. Dunlop (Harvard University), Charles A. Myers (Massachusetts Institute of Technology)

The Inter-University Study is financed by the Ford Foundation, the Carnegie Corporation and other institutions. Its objective is to develop comparative appraisals of the relationships between industrialization, managerial leadership and wage-earning groups throughout the world. Part of this programme is devoted to human resource development and educational planning in the advanced and in the less-developed countries.

Grants are made by the Inter-University Study to individuals and institutions, for specific studies falling within its scope of interest. The largest part of the work is concentrated at Princeton University, Massachusetts Institute of Technology, Harvard University, Yale University, and the University of California.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

General areas of interest:

Strategies of education planning and human resource development;

Resources devoted to education; international comparisons;

Comparative labour force and occupational studies;

Factors accounting for supply of and demand for educational opportunities;

Student movements as related to educational institutions;

Relationships between education, human resource development and general economic development planning;

International movements of students, teachers, and educational resources.

United States
of America

PUBLICATIONS

Harbison, Frederick, and Myers, Charles A. Education, Manpower and Economic Growth: Strategies of Human Resource Development, New York, McGraw-Hill Book Company, Inc., 1964

Harbison, Frederick, and Myers, Charles A. Manpower and Education: Country Studies in Economic Development, New York, McGraw-Hill Book Company, Inc. (to be published in the autumn of 1964)

Harbison, Frederick. "Human Resources Development Planning in Modernising Economies", International Labour Review, LXXXV, No. 5, May 1962

Bowen, William G. Economic Aspects of Education: Three Essays, Industrial Relations Section, Princeton University, 1964

Kerr, Clark. The Uses of the University, Cambridge, Mass., Harvard University Press, 1963

Bakke, E. Wight. "Students on the March: The Cases of Mexico and Colombia" Sociology of Education, Vol. 37, No. 3, 1964

Harbison, Frederick, and Myers, Charles A. "Education and Employment in Newly-Developing Countries", Journal of Comparative Education, June 1964

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
CENTER FOR INTERNATIONAL STUDIES

50 Memorial Drive, Cambridge, Massachusetts, 02139
Telephone: UNiversity 4-6900, extension 3121
Cable address: MITCENIS

Director: Max F. Millikan
Assistant Director: Donald L. M. Blackmer

Principal staff concerned with educational planning: Archibald C. Callaway, Richard S. Eckaus

The Center was organized in 1951 to conduct social science research on problems of American foreign policy and on foreign societies. Activities fall into four major areas: economic and political development; international communication; communist studies; and American foreign and military policy. The Center is financed primarily by grants from foundations and by research contracts with departments of the U.S. Government.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Labour resources in Nigeria

Dr. Callaway has been undertaking a study in Nigeria, with Ford Foundation support, on unemployment problems, particularly among youth, and government policies to deal with the situation. As part of his research on employment opportunities in industry he has completed a survey and analysis of indigenous enterprises in Ibadan in which means for training youth in the traditional apprenticeship system are examined. He has also prepared a report for the Nigerian Government comparing the incidence of unemployment among school-leavers in a predominantly Moslem province with the situation in a largely non-Moslem province, both in the Northern Region, and another on the indigenous apprentice system in the Western Region.

Professor Eckaus has been investigating the patterns of economic requirements for education and the alternative methods of satisfying these requirements. This research includes evaluation of the effectiveness of economic systems in allocating educated persons. Special attention is given to changes in educational requirements according to economic growth and the implementation of new technologies.

PUBLICATIONS

Callaway, Archibald C. "School-Leavers and the Developing Economy of Nigeria", The Nigerian Political Scene, R. Taylor Cole and O. Tilman, eds., Durham, Duke University Press, 1962.

Callaway, Archibald C. "School-Leavers for the Farms", West Africa, 10 September 1960

Callaway, Archibald C. "Unemployment among African School-Leavers", The Journal of Modern African Studies, Vol. 1, No. 3, 1963

Eckaus, Richard S. A Conditional Loan Program for Higher Education, November 1962

Eckaus, Richard S. "Economic Criteria for Education and Training", The Review of Economics and Statistics, Vol. XLVI, No. 2, May 1964, reprints to be available

Eckaus, Richard S. "Education and Economic Growth", Economics of Higher Education: Bulletin 1962, No.5, Selma J. Mushkin ed., Washington, D.C. U.S. Government Printing Office, 1963.

Eckaus, Richard S. The Estimation of Education and Training Requirements for Occupations - Italy, May 1962

MICHIGAN STATE UNIVERSITY
COLLEGE OF EDUCATION
INSTITUTE FOR INTERNATIONAL STUDIES IN EDUCATION

East Lansing, Michigan
Telephone: 355-1734 and 355-5522

Director: Cole S. Brembeck

The Institute was established in January 1964 by the Board of Trustees of Michigan State University. It is initially financed by the Office of International Programs of the University, from a Ford Foundation grant and from funds of the University's College of Education. An advisory panel assists in the formulation of Institute activities.

The work of the Institute involves four major efforts: (1) to promote and conduct research dealing with topics relevant to the study of education and development; (2) to develop guide-lines for the conduct and improvement of technical assistance programmes in education; (3) to provide a professional interdisciplinary programme for faculty members of the University whose competencies and interests converge on the functions of education in the development process; and (4) to develop graduate programmes designed to help students: (a) prepare for overseas service; (b) understand the role of education in development; and (c) see educational problems and processes in world-wide perspective.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

Interdisciplinary graduate degree programmes are offered. Evening seminars for Institute members have been devoted to topics related to the objectives and programme of work of the Institute.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Michigan State University is to undertake a two-year project to follow up the work of the joint task force on education and human resources in Thailand which was financed by AID. The project will focus on educational planning and research in secondary education under the direction of the Thai Ministry of Education. Staff assistance will be provided by the Institute for the co-ordination of higher education, under the direction of the National Educational Council of Thailand.

Cole S. Brembeck will be campus co-ordinator for the project and Raymond N. Hatch chief of field staff.

Faculty Research Projects:

A number of projects have been submitted by faculty members. Those in progress include the following:

Cross-cultural analysis of youth culture in Japan and the United States (Wilbur Brookover and David Gottlieb);

A study of teacher-training programmes in relationship to national development in sub-Sahara Africa (John Hanson);

Hanson, John and Brembeck, Cole. Education in the Development of Nations. An edited volume with introductions, to be published Spring, 1965;

Administration and control of education in the USSR. (Herbert Rudman);

Preparation of a comprehensive bibliography on education in sub-Sahara Africa (Marvin Solomon);

Education in the economic development of Eastern Nigeria. Doctoral dissertation. (Robert Stevens);

A follow-up study of vocational agriculture school graduates in Taiwan. (Donald Meaders).

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois
Telephone: Illinois 453-2211

Principal staff concerned with educational planning: Ernest J. Simon (Technical and Adult Education), Robert Jacobs (Co-ordinator of International Programs), G. Carl Wiegand (Professor of Economics)

Southern Illinois University was founded in 1869 as a teachers' college and given full university status in 1947. It is State supported with a separate Board of Trustees and has two campuses, one located in Edwardsville, Illinois, and the central campus at Carbondale, Illinois. The instructional units of the University include the Graduate School and some eight schools and colleges offering instruction at the undergraduate level. There is also a Division of Technical and Adult Education and several University institutes. Research is co-ordinated through the Office of Research and Projects and international programmes are given centralized direction by a Co-ordinator of International Programs working in the office of Research and Projects.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

An investigation of the inter-disciplinary approach to educational planning was carried out during the 1962/63 academic year under a grant provided by the Ford Foundation. An inter-disciplinary committee providing over-all professional guidance for the study and the primary working group included Carl Wiegand, Professor of Economics, Robert Jacobs, Professor of Education and Co-ordinator of International Programs, and Glen Macomber, Professor of Higher Education. The report of this study is listed under Publications.

PUBLICATIONS

Jacobs, Robert, Wiegand, G. Carl, Macomber, F.G. Developing Institutional Resources to Assist with Educational Planning with Particular Focus upon the Inter-disciplinary Team Approach to Educational Planning

STANFORD RESEARCH INSTITUTE

333 Ravenswood Avenue, Menlo Park, California
Telephone: Area Code 415, 326-6200
Cable address: STANRES, Menlo Park

Principal staff: William J. Platt (Director, Economic Development Division), William S. Royce (Assistant Director Economic Development Division), Harry V. Kincaid (Manager, Behavioural Sciences Research), William Bredo (Manager, International Development Center).

A scientific research organization undertaking contract research in the fields of economics and management sciences, physical and life sciences, and engineering. Founded in 1946 by the Trustees of Stanford University in co-operation with business and industrial leaders, the Institute is an independent and separate non-profit corporation governed by a Board of Directors. It is financed from payments under research contracts, grants, and Associates' contributions.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

The Institute has established a programme of research in educational and manpower planning, the major purpose of which is to determine ways to increase the effectiveness and productivity of individuals as contributors to the economic, social, and political development of their countries. Inquiries have been made into present and future manpower supply and demand; selection of appropriate educational institutions and education and training programmes; counselling and guidance techniques; motivation factors involved in learning; methods of selecting persons for education and training; programmed instructions and other innovations in teaching techniques. In this research and in overseas technical assistance activities, the Institute co-operates with the School of Education at Stanford University, which has a programme in international comparative education.

Representative research projects in educational and manpower planning undertaken at Stanford Research Institute include the following:

The role of educational planning in the economic development of the Republic of China (Taiwan);

The educational experiences of foreign students in the United States, with implications for improvement of the foreign student exchange programme;

Manpower and training needs associated with the economic development of an Indian reservation;

Long range planning for higher education in the State of Idaho;

Several projects utilizing programmed instruction, for both professional and skilled-worker training;

Studies of selection, training and manpower utilization in American industry and business;

Study of management decisions to introduce automation and its implications for employment and training;

Manpower and educational planning in the socio-economic development of Ecuador;

Preliminary assessment of education and human resources in Thailand;

Survey of educational and manpower development in Chile.

PUBLICATIONS

On Sale

Alexander-Frutschi, Marian Crites. Human Resources and Economic Growth - an Annotated Bibliography, International Development Center, price $3.50

Platt, William J. Toward Strategies of Education, 1961, price $3.00

Light on Growth for Free Peoples, Vol. 5, No. 2, 1961, price $1.00 (back issue of SRI Journal)

Publications may be ordered from Department 300, Stanford Research Institute. A 10% discount is given for quantity orders for five or more copies per publication per order received.

Available without Charge

Platt, William J. Educational Policy for Economic Growth, presented at Internat. Meet. of Inst. Mgmt. Sci., August 1961. (Publication out of stock. Xerox copies made at a charge of $1.00 plus $0.10 per page.)

United States
of America

Platt, William J. *Economics and Comparative Education,* Western Regional Conference on Comparative Education, Los Angeles, February 1962

Platt, William J. *Conflicts in Education Planning,* Conference on Education and Political Development, Lake Arrowhead, Calif., June 1962

Platt, William J. *Education - Rich Problems and Poor Markets,* J. Inst. Mgt. Sci., July 1962

Bushnell, D. S. *Educational TV with Programmed Instruction:* A Promising Training Tool, presented at Am. Soc. of Training Directors, San Francisco, October 1962

STANFORD UNIVERSITY
SCHOOL OF EDUCATION
THE COMPARATIVE EDUCATION CENTER

Box 2329, Stanford, California

Director: Paul R. Hanna
Co-director: George D. Spindler
Chairman, Faculty Committee on Comparative Education. Lawrence G. Thomas

Established in 1954, the Center is engaged in activities designed to respond to the demands of the developing nations for assistance in educational investment in human resources. It is financed by Stanford University and the Ford Foundation with research grants from the United States Office of Education, the Agricultural Development Council, the Peace Corps, and other organizations.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

The training programme aims to produce educational strategists at the doctoral level with a knowledge both of the theory and process of the social sciences, and of the arts and sciences of education. A group of 10 highly-selected post-M.A. candidates is admitted each year to undergo three years of advanced training and research. 60 per cent of these are United States citizens with two years' experience in the United States and overseas. 40 per cent of the candidates are from other nations. The first two years are given to advanced courses and seminars in the social sciences, language and education. The third year is spent on a research project overseas.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

The object of the research programme is to contribute towards achieving a global view of the problems associated with human resource development and the development of countries under different conditions. Comparative studies resulting from research would attempt to extract generalizations and action principles hitherto unobserved or untested, from which sets of strategies might be obtained.

Representative comparative education studies are as follows:

Studies undertaken by the Staff of the School of Education:

The educational goals and enterprises of the Japanese nation before World War II, during the U.S. occupation and after 1946. Undertaken in co-operation with the University of Tokyo and the Ford Foundation. To be published in Japanese and English, probably in 1964.

Human resources and economic growth: an international annotated bibliography on the role of education and training in economic and social development. Undertaken in co-operation with Stanford Research Institute. Available from Stanford Research Institute, price $3.50.

Selected studies undertaken by advanced graduate students:

Joint Philippines-American project for expanding and improving industrial education in the Philippines: 1951-56, a case study of five years of an economic development project. Undertaken in co-operation with US/AID and the Government of the Philippines. (Research worker responsible: Sidney High) Available on loan, summary contained in Comparative Education Series Study No. 1, Stanford University, price $1.50.

French educational strategies for Africa South of the Sahara: their derivation, development and nature. Undertaken in co-operation with the U.S. Office of Education and the Government of France. (Research worker responsible: Jerry Bolibaugh) Expected to be completed in 1964.

Formal education in the Republic of the Congo (Brazzaville). A study of educational policy and practice since World War II. Undertaken in co-operation with the Ford Foundation. (Research worker responsible: Gerard Lucas) Expected to be completed in 1964.

Education as an instrument of economic growth in the Republic of China. (Research worker responsible: Donald Foster) Available in mocrofilm. Soon to be issued in Comparative Education Series.

Implications of national economic goals of the Philippines for vocational-industrial education. Undertaken in co-operation with the Rockefeller Foundation and the Republic of the Philippines. (Research worker responsible: Dolfin Quirolgico) Available in microfilm. Soon to be issued in Comparative Education Series.

The role of external study in the human resources development of the Middle East. Undertaken in co-operation with the U.S. Office of Education. (Research worker responsible: Robert Young) Expected to be completed in 1964.

The role of agricultural education in the economic development of Thailand. Undertaken in co-operation with the Ford Foundation and the U.S. Office of Education. (Research worker responsible: Harold Freeman) Expected to be completed in 1965.

Education as an instrument of economic growth in Peru. Undertaken in co-operation with the Ford Foundation and the U.S. Office of Education. (Research worker responsible: Harry White). Expected to be completed in 1965.

PUBLICATIONS

The Comparative Education Series, paperback editions of individual research studies. For information apply to the Center.

SYRACUSE UNIVERSITY
ALL-UNIVERSITY SCHOOL OF EDUCATION
CENTER FOR DEVELOPMENT EDUCATION

Syracuse 10, New York
Telephone: GR 6-5571, ext: 2016 and 2445

Director: Donald Adams
Principal staff: John Laska

Established in 1963 to further understanding of the unresolved issues of educational planning and the selection of educational priorities. The first major objective of the Center is to undertake or co-ordinate research pertinent to the educational problems of the developing nations, whether particular to individual countries or common to them all, and in this connection to conduct experimental pilot projects and intensive field studies in a number of societies. A second objective is the administration or co-ordination of various international programmes for the School of Education, including the implementation of educational service contracts negotiated by the University with various agencies.

TRAINING ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Courses in educational planning, economic planning, human resource development, and related areas are offered at Syracuse University and may be taken by students as part of regular degree programmes. Research for doctoral dissertations may also be in the area of educational planning. The establishment of a special graduate programme to prepare educational planners at the master's degree and doctoral level is under consideration.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

The Center is contributing a section on education to a research study on the administration of technical assistance being conducted at Syracuse University under a contract with the Agency for International Development. This study is concerned with the establishment of priorities for educational development and the role of the educational process in modernizing societies. Principal research workers: John Laska; Garnet McDiarmid.

Under contract with the Agency for International Development, a project with the title Formulation of Guidelines for the Development of Education is expected to be underway at the Center prior to 1 July 1964. The principal research worker, Donald Adams, will direct a team of social scientists in preparing a guideline for the Agency for International Development in its development of a strategy of investment in education. The project will be concerned with specific criteria or characteristics of social development, some indication of a method of quantifying those criteria and hypotheses for weighing social factors with economic factors in the development process and, finally, implications of these criteria for educational development.

PUBLICATIONS

Burns, Hobert ed. Education and the Development of Nations, Syracuse, Syracuse University Press, 1963, price $1.50. This publication may be obtained from the Syracuse University Press, Box 87, University Station, Syracuse, New York 13210

A volume on educational planning to be edited by Donald Adams will be available in 1964.

Other publications comprising a series on education and national development are expected to be issued.

U.S. DEPARTMENT OF LABOR
BUREAU OF INTERNATIONAL LABOR AFFAIRS, WASHINGTON, D.C.
SEMINAR ON MANPOWER AND ECONOMIC DEVELOPMENT

Seminar Director: J. Fletcher Wellemeyer
Deputy Seminar Director: Francis L. Hauser

The U.S. Department of Labor has been conducting three-month seminars on manpower problems, annually since 1961, under the auspices of the U.S. Agency for International Development. These seminars are designed to assist policy-level officials from developing nations to discuss, analyse and study the relationship between principles of human resources development and economic planning. Number of participants: approximately 25.

Content of the 1963 Seminar

The seminar was grouped round five independent but related themes:

Problems of Manpower Administration

Topics discussed: measures for the mobilization of the labour force; programmes for improving its productive utilization; the significance of experience on the job; human relations; the role of incentives and the need for permitting and accepting vertical mobility; the evaluation of countries; the technical assistance available.

Problems of Skill Acquisition and Education

Topics discussed: methods of obtaining executive, professional and technical personnel, problems of training workers to acquire skills needed in the modernizing sectors of the economy; the ways to develop instructors and foremen; the relationship between on-the-job training and vocational school training; the roles of primary, secondary and university education; education policy choices and the allocation of funds; programmes and policies for adult education including literacy training and occupational retraining; employment policies for the "educated unemployed"; the use of educational institutions outside the country; the management of the educational programme of youth studying abroad.

Problems of Labour Force Distribution

This course was designed to convey an understanding of the meaning of labour force, potential manpower, and concepts of mobility and migration and to provide a forum for discussion of problems of employment, unemployment and under-employment.

Rate of Development and Institution Building

Themes considered: concepts of industrialization and industrial society; political and economic aspects - the need for objective analysis; what is meant by developing countries and the rate of development; traditional and new institutions; the role of institutions in social change; India, Israel and Tanganyika - three approaches to rural community development; the role of institutions in urbanization - trade unions, social security service, social work, housing and city planning; centralization as opposed to pluralism.

The Human Resources Factor in Developing Plans and the Economy

Topics discussed: the economics of development and their relationship to welfare targets; the development plans of Israel and the Soviet Union compared; manpower planning in France; operations research as a co-ordination tool in planning; the significance of cultural factors in planning; the significance of manpower planning in projects sponsored by the International Bank for Reconstruction and Development; politics and economics.

UNIVERSITY OF CALIFORNIA

Berkeley, California, 94720
Telephone: 845-6000
Cable address: UNIVCAL

Principal staff concerned with educational planning: S. Martin Lipset (Director, Institute of International Studies), David Apter (Associate Director, Institute of International Studies), David Brokensha (Secretary, Institute of International Studies), Eugene W. Burgess (Graduate School of Business Administration), Theodore L. Reller (Dean, School of Education, Chairman, Committee on Community Development), Thomas R. McConnell (Chairman, Center for the Study of Higher Education), Morton Gordon (Head, University Extension), William Griffiths (Professor of Public Health), Lucy Adams (Co-ordinator, Community Development Programs, University Extension)

Different sections of the University run training programmes or are engaged in research activities relevant to educational planning, with the co-operation of A.I.D., the Ford Foundation and other agencies. The Committee on Community Development of the Institute of International Studies has held a six-month training programme in Principles and Practices of Community Development during each of the last five years, designed for persons from the newly-developing countries. A programme of junior college development is being carried out in Chile through the Center for the Study of Higher Education which also conducted, in 1964, an eight-week programme on problems of university development and administration, in co-operation with the School of Education, for the administrative staff of the University of Baghdad. A course was also organized in 1963 for a group of educational administrators from Thailand. Other training activities include a project of the Institute of International Studies to prepare staff in Brazil to teach in institutes training students for service in rural agriculture, education and social service. In 1963 the Center for the Study of Higher Education conducted a study of feasibility of junior colleges in Kenya. This was directed by Lee Medsker, Vice-Chairman of the Center.

UNIVERSITY OF CHICAGO
COMPARATIVE EDUCATION CENTER

5835 Kimbark Avenue,
Chicago 37, Illinois
Telephone: MI 3-0800 (2921)

Director: C. Arnold Anderson
Associate Director: Philip J. Foster

Principal staff concerned with educational planning: Mary Jean Bowman, Robert J. Havighurst

The Centre was established in 1958, principally with a grant from the Ford Foundation. It is a research institute in the Department of Education under the Division of Social Sciences.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

Courses and seminars are given in comparative education and specialized topics, some of them explicitly on educational planning. Subjects of student dissertations are also chosen in relevant fields and form part of general research projects.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Several inter-related projects have been completed or are under way. They fall roughly into the following categories:

Social Stratification and Social Mobility

The dual role of schools as agencies that both facilitate and impede social mobility has been examined, attention being concentrated on studying the flow of students through secondary schools and universities. Field studies undertaken in a number of countries have been concerned with the social origins and future of university students and secondary school pupils.

Cross-National Testing of School Achievement

Together with Teachers College of Columbia University and research agencies in 12 countries, 250,000 pupils (at termination of elementary and secondary school) have been tested in mathematics and reports will be available early in 1965. Tests in other subjects will be made later. An object of this project for ascertaining pupil attainment is to permit careful study of factors influencing the quality of school output.

Analysis of the Geographic Diffusion of Education and Modernization

The pattern of demand for schooling is being examined from several angles and in several countries. Studies include a comparison of educational attainments of adults compared with schooling of youth, in Iran, data being related to economic and socio-cultural variables; a thesis on factors in the geographic diffusion of schooling and literacy in Mexico; and investigation of the geographic patterns of literacy in France since the late seventeenth century.

Comparative Historical Studies of Education

Much of the research in this area has been focused on the political and ideological aspects of educational developments. A second theme has been the historical patterns of social selection and social mobility. Work has also begun on the inter-relations between educational and economic development, and on the political factors affecting the development of teachers' organizations.

Occupational Opportunities, Opportunity Perceptions, and the Response in Demands for Schooling

Attention is concentrated on incentives residing in perceptions of occupational opportunities as related to the degree and types of schooling received. Investigation has also been made of the factors leading to different patterns of educational and vocational choice.

Education and the Labour Markets

The focus of this project is on socio-economic influences on demands for skills and changes in these influences; the analysis of opportunity costs of student time; and skill formation at work: opportunities, costs and returns.

Teacher Supplies and Associated Problems

The social and educational backgrounds of teachers have been examined for several countries. The project is also concerned with changing requirements in teachers and teacher supply in growing school systems, especially in developing countries.

Analysis of Planning Methods and Policy Problems

Work in this field falls into two basic categories: economic analysis of planning methods and concepts, and analysis of policy goals and social values.

CONFERENCE ON EDUCATION AND ECONOMIC DEVELOPMENT

The Conference was held in 1963 jointly with the Committee on Economic Growth of the Social Science Research Council. Topics discussed included:

The investment view of human resources and the matter of "shortages";
Forming human competencies;
Ferment, innovation, and the formation of innovative man;
The diffusion of education, knowledge, and innovations.

The proceedings will be published by Aldine in early 1965.

PUBLICATIONS

Details of publications may be obtained on application to the Center.

THE UNIVERSITY OF MICHIGAN, ANN ARBOR
SCHOOL OF EDUCATION

PROGRAM IN COMPARATIVE EDUCATION

Telephone: 663-1511

Director: Claude A. Eggertsen

Consultants, Program in Comparative Education: Willard C. Olson (Dean, School of Education), William K. Medlin, Robert C. Leestma, Frederick Goodman, John S. Brubacher, Robert E. McCabe, Victor N. Kobayashi, A.D. Loving.

The Program in its present form began operation in 1959. Part of the graduate programme of the University of Michigan, it is located within the School of Education which is a department of the Horace H. Rackham School of Graduate Studies. It is supported by the Board of Regents of the University and its teaching and research personnel are regular members of the University staff. Since 1961 it has been greatly helped through the award of 18 National Defence Act Education Fellowships.

Although the principal object of the Program is the training of advanced students in comparative education, faculty and advanced students undertake research either singly or as members of teams. Certain research projects are carried out under contract from the Government or foundations.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

Training activities are all concerned with educational problems in the contemporary world, and students are expected to spend at least one year in the country or region in which they hope to become specialists. Prospective entrants are required to have a bachelor's degree and some teaching experience.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Titles of principal research projects conducted by faculty members include: Socio-Cultural Change in the Schools in Uzebekistan, A Study of the Allocation of Educational Resources to the Population: an International Comparison of Selected Factors, and Education Reform in Quebec.

In 1964 approximately 29 full-time candidates for the Ph. D. degree in comparative education were enrolled in the Program.

Research projects of advanced students in progress during 1964 include the following:

	Expected date of completion
Educational tradition and reform in Sierra Leone (A. Christian Anderson);	1964
The influence of the American missionary on Japanese higher education (Ira Bernstein);	1964
General education in the new universities in Great Britain (Malcolm B. Campbell);	1965
The education of the scientist and social responsibility in Japan and the United States (Tetsuya Kobayashi);	1964
Progressive education in Japan (Victor N. Kobayashi);	1964
The influence of the American Protestant missionary on education in the Middle East (Rao Lindsay);	1964
The training of the secondary school teacher in Bombay, India (John P. Lipkin);	1965
The Gaelic language and education in modern Southern Ireland (Robert E. McCabe);	1966
The education of girls in Western Nigeria (Irma F. Muckenhirn);	1964
The training of secondary teachers in the State of Gujerat, India (Edward E. Sullivan);	1965
The leadership of the Japanese teachers union (Charles Sprandel);	1966
Western education traditions and education and the curriculum in Kenya (George E. Urch);	1966
Latin American and American values in educational planning in Latin America (Samuel Vinocur).	1965

PUBLICATIONS

Numbers 1 to 8 of the periodical Notes and Abstracts in the Social Foundations of International American Education, beginning in 1961, may be obtained by qualified persons upon request.

Dissertation series in comparative education (obtainable from Malloy Lithoprinting Inc., Ann Arbor, Michigan)

Ruscoe, Gordon C. Disfunctionality in Jamaican Education, price $2.50

Lawson, Robert. Reform in the German School System 1945-1962. In press. Price $2.50 or $2.00 if bought as part of a series

Schaeffer, Suzanne. Persistence of Post-War American Proposals for the Study of Contemporary Affairs in the West German Volkschule. In press. Price $2.50 or $2.00 if bought as part of a series

Comparative Education Key Word in Context Index and Bibliography, may be obtained from the Comparative Education Program of the University of Michigan by interested persons at no cost.

UNIVERSITY OF PITTSBURGH
SCHOOL OF EDUCATION
INTERNATIONAL EDUCATION PROGRAMS

Pittsburgh, Pennsylvania
Telephone: Area Code 412, 621-3500, extension 7435
Cable address: UNIPITT

Principal staff: Paul H. Masoner (Dean, School of Education), Donald C. Stone (Dean, Graduate School of Public and International Affairs), Seth Spaulding (Co-ordinator, International Education Programs), Hans Blaise (Joint Co-ordinator, International Education Programs), William H. E. Johnson (Comparative Education), Thomas Hart (Comparative Education), Paul Watson (Teacher Education), Henry Hausdorff (Educational Research), Leslie Ross (Higher Education), Milton Esman (Economic and Social Development), Saul Katz (Economic and Social Development)

The International Education Program is a joint undertaking of the School of Education and the Graduate School of Public and International Affairs. Initiated in the autumn of 1963, it will include the following sections: (1) A graduate programme leading to master's and doctor's degrees in educational planning and development; (2) a research programme designed to concentrate university resources on the study of educational planning and development problems in other countries; (3) an advisory and assistance programme to make available university resources to those abroad wishing collaboration in educational development; (4) a clearing house to assemble current information on educational planning and development activities in other countries.

The Program is governed by the normal policy and programme committees of the two schools and has an advisory committee which includes faculties of other schools and departments within the campus. It is supported in large part under the regular budget of the University, although modest developmental sums have been made available by the Ford Foundation and it is anticipated that grants and contracts in the future will make possible expanded activities.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

The basic course in international educational planning and development is part of the International Education Program which leads to the master's or doctor's degree in the School of Education, or may be included with economic and social development taken as a major subject and leading to a master's or doctor's degree in the Graduate School of Public and International Affairs.

The course examines the role of education in developing countries; discusses methods of collection and analysis of data relevant to educational planning; explores planning in relation to other development needs; and encourages participants to suggest innovations in organization, curriculum, teacher education and instructional methods which are compatible with the development goals of countries selected for study.

The International Education Program is limited to students from the United States and abroad desiring to pursue careers in international education and to work in overseas programmes, international organizations or United States or foreign universities. Preference is given to persons with overseas' experience and to foreign nationals on leave from educational posts abroad. A B.A. or equivalent is required for admission, a background in both education and one or more academic disciplines being desirable.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

Research activities are largely in the planning state. Of special interest is study in the following areas:

Literacy and its effect on developing countries

Literature on literacy is being examined in preparation for field study in areas where literacy programmes have been in operation for some years. An attempt will be made to discover the effect of literacy on these areas and to compare them with other communities where literacy programmes have been non-existent. (Project Directors: Seth Spaulding and Henry Hausdorff)

The above study is considered as a first step toward a possible long-term study of the effects of education in general on a series of communities. (Project Directors: Seth Spaulding and Hans Blaise)

Literature on the use of communications facilities and new media in education in Latin America is being studied, looking toward a field survey and pilot demonstration projects to examine the potential of such resources for accelerating education. (Project Director: Seth Spaulding)

Research on "institution building" is being developed by the Graduate School of Public and International Affairs in co-operation with other United States universities. The objectives are to identify conditions and strategies that make possible the establishment and acceptance of effective new kinds of institutions in developing countries. (Research Director: Hans Blaise)

United States
of America

Plans are being laid for a comprehensive study of the Latin American university as an institution, including its relationship with secondary education; its structure and reasons for such a structure; the problems of government/administration/faculty/student relationships; the effect of innovation on the university and of university innovation on other institutions, etc. (Project Directors: Seth Spaulding and Leslie Ross)

THE UNIVERSITY OF TEXAS

Austin 12

The University offers no training programme specifically devoted to educational planning. A number of seminars are, however, offered by persons in various disciplines who are undertaking research in this area. A seminar in Economic Development, for example, in 1964, included a section on Regional and Sectoral Aspects of Development Planning, with education as the major sector discussed (responsible: Benjamin Higgins)

Several Ph.D candidates are working on relevant subjects: the relationship of education to occupational and geographical mobility; the educational system and economic development in Mexico; the relationship of the educational system to political and social stability in Brazil, etc.

VENEZUELA

CENTRAL UNIVERSITY OF VENEZUELA
CENTRE FOR DEVELOPMENT STUDIES
(UNIVERSIDAD CENTRAL DE VENEZUELA
CENTRO DE ESTUDIOS DEL DESARROLLO - CENDES)

Colinas de Bello Monte, Avenida Neveri,
Edificio Fundavoc-Asovac, PB 6622
Telephone: 72-94-67, 72-43-51, 72-56-15

Director: Jorge Ahumada
General Secretary: José Tineo Farias

Founded in 1961, and financed by the University of Venezuela and through grants from national and foreign organizations. The objectives of the Centre are to investigate theoretical knowledge and encourage the application of techniques for promoting development at the national and regional levels.

The principal activities of the Center are twofold: research in development; and training in development at the post-graduate level.

TRAINING ACTIVITIES IN EDUCATIONAL PLANNING

A two-year course in development planning is open to persons with a university degree and normally resident in Venezuela. Those specializing in social planning are required to attend a course in educational planning which examines: the relationship between education and society; the definition of the scope of educational planning; models; planning techniques; evaluation of educational programmes; and practical examples based on the Venezuelan experience.

RESEARCH ACTIVITIES RELATED TO EDUCATIONAL PLANNING

A one-year project on education is being planned in co-operation with specialized government agencies, the National Council of Universities and the Ford Foundation. The study is divided into five parts:

> Development plan for elementary education; development plan for secondary education; development plan for higher education; development plan for qualified manpower; methodology for educational planning with special reference to the qualitative aspects.

Principal research workers: Luis Lander, J. A. Silva Michelena, Julio Cotler, Eduardo Neira A., Eduardo Valenzuela, Alejandro Grajal M.

APPENDIX

PRECEDING PAGE BLANK- NOT FILMED

APPENDIX

Institutions thought to be engaged in training or research related to educational planning, for which information has not been obtained:

BRAZIL	The Vargas Foundation (Fundacâo Getulio Vargas), Praido Botafogo 186, Rio de Janeiro.
ECUADOR	Catholic University of Ecuador, Faculty of Economics (Universidad Católica de Ecuador, Facultad de Economia), Quito.
INDIA	University of Punjab, Institute of Education and Research, Chandigar.
INDONESIA	University of Indonesia, Institute for Economic and Social Research, Salemba 4, Djakarta.
IRAN	University of Teheran, Institute for Social Research, Teheran.
ISRAEL	National Council for Research and Development, P.O. Box 5192, Jerusalem.
MOROCCO	University of Rabat, Centre for the Study of Economic and Social Development (Université de Rabat, Centre d'étude du développement économique et social) Rabat.
NORWAY	University of Oslo, Department of Economics, Frederiks gt 3, Oslo.
SWEDEN	School of Education, Department of Education and Psychological Research, Ralamsvagen 24, Stockholm 34.
UNION OF SOVIET SOCIALIST REPUBLICS	Academy of Pedagogical Sciences of the R.S.F.S.R., Moscow. Academy of Sciences of the USSR, Institute of Economics, Moscow. Ministry of Higher and Secondary Specialized Education, Department of Economic Planning, Moscow. Moscow State Pedagogical Institute, Moscow.

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING

Governing Board

Chairman	Sir Sydney Caine (United Kingdom) Director, The London School of Economics and Political Science
Ex officio Members	Mr. René Maheu, Director-General of Unesco, represented by Dr. Gabriel Betancur Mejía, Assistant Director-General for Education
	Mr. George D. Woods, President of the International Bank for Reconstruction and Development, represented by Mr. Richard Demuth, Director, Development Services Department
	U Thant, Secretary-General of the United Nations, represented by Mr. David Owen, Executive Chairman, Technical Assistance Board
	Mr. David Morse, Director-General of the International Labour Office, represented by Mr. Francis Blanchard, Assistant Director-General
	Dr. Raúl Prebisch, Director-General, Latin American Institute for Economic and Social Planning
Elected Members	Professor Hellmut Becker (Federal Republic of Germany) President of the German Federation of Adult Education Centres, Director of the Institut für Bildungsforschung in Berlin
	Mr. Carlos Cueto Fernandini (Peru) Director of the National Library
	Dr. C. D. Deshmukh (India) President of the Indian International Centre and Vice-Chancellor of Delhi University
	Mr. Abdoulaye Ly (Senegal) Deputy Director of the "Institut français d'Afrique Noire" in Dakar
	Professor S. A. Shumovsky (USSR) Head of the Methodological Administration Department of the Ministry of Higher and Secondary Specialized Education in the RSFSR

Director	Dr. Philip Coombs
Senior Staff	Mr. Guy Benveniste Mr. Charles Berkowitch Mr. Hector Correa Mr. Raymond Lyons Mr. Raymond Poignant
Council of Consultant Fellows	Mr. Jorge Ahumada (Chile), Director of the Centre for Development Studies at the Central University of Venezuela
	Mr. Isao Amagi (Japan), Director of the Research Bureau, Ministry of Education, Japan
	Mr. C. Arnold Anderson (USA), Director of the Centre of Comparative Education at the University of Chicago
	Mr. Jan Auerhan (Czechoslovakia), Director of Research of the Institute of Economic Studies of the Academy of Sciences in Prague
	Mr. Jean Capelle (France), Director-General of Organization and Curricula, Ministry of National Education, France
	Mr. Adam Curle (United Kingdom), Director of the Centre of Studies of Education and Development of Harvard Graduate School of Education, USA
	Mr. Michel Debeauvais (France), Deputy Director of the Institute for Economic and Social Development, Paris
	Mr. K. Onwuka Dike (Nigeria), Rector of the University College of Ibadan and Director of the National Archives of Nigeria
	Mr. Friedrich Edding (Federal Republic of Germany), Deputy Director, Institut für Bildungsforschung, Berlin
	Mr. Lionel Elvin (United Kingdom), Director of the Institute of Education, University of London
	Mr. Jean Fourastié (France), Chairman of the Labour Commission of the Commissariat General du Plan, Paris

Mr. Giovanni Gozzer (Italy), Head of Curricula Division, Ministry of National Education, Italy

Mr. Frederick Harbison (USA), Professor of Economics at Princeton University, USA

Mr. Torsten Husén (Sweden), Professor of Applied Pedagogy at the Stockholm Teacher College

Mr. V. A. Jamin (USSR), Director of the Lenin Pedagogic Institute of the USSR

Mr. W. Arthur Lewis (Jamaica), Professor of Economics at Princeton University, USA

Mr. G. Konstantin Nojko (USSR), Director, Ministry of Higher Education of the USSR

Mr. Pitambar Pant (India), Head of Manpower Division, Indian Planning Commission, New Delhi

Mr. Raja Roy Singh (India), Director, Education Research Department, Ministry of Education, New Delhi

Mr. Bohgdan Suchodolski (Poland), Professor of Pedagogical Science at Warsaw University

Mr. Anisio S. Teixeira (Brazil), Rector of the University of Brasilia and Director of the Institute of Pedagogy, Brazil

Mr. Jan Tinbergen (Netherlands), Director of the Netherlands Economic Institute, Holland

Mr. John Vaizey (United Kingdom), Former Director of the Research Laboratory of Economics and Education at the University of London, Fellow of the Worcester College at Oxford

OTHER PUBLICATIONS OF THE INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING

1964

Educational Planning: A Bibliography.

Educational Planning: An Inventory of Priority Research Needs.

Published in 1964 by the
International Institute for Educational Planning,
7 rue Eugène-Delacroix, Paris 16e.
Printed in France by Imprimerie Polychrome.